CONNECT

PRIMARY 6

Student's Book
Term 1

Audrey Cowen

Foreword

This The MOETE launched Egypt's reform vision for the development of education, and the process of developing curricula comes at the heart of this vision. The implementation of this vision was heralded in 2018, starting with the kindergarten stage in its first and second grades, with the aim of continuing until the end of the secondary stage.

This vision endeavored to make major transformations in the teaching and learning processes, where there is a transition from acquiring knowledge to producing it, and from learning skills to employing them both in specific learning situations and in the general life of the learner outside the classroom. Our curricula also integrate values that contribute to the establishment of our society—values which pose as a protective fort for our homeland. Egypt's reform vision for curriculum development also aims to take into account the specifications of pre-university education graduates, as well as the challenges Egypt faces locally, regionally, and globally. The developed curricula are intended to foster a citizen who is capable of engaging in civilized conversations and positive dialogues with the other, in addition to acquiring digital citizenship skills.

In this regard, the MOETE extends its gratitude and appreciation to the Central Administration of Curriculum Development. It also extends its thanks and gratitude to Longman Egypt and York Press for their active participation in the preparation of this book. Gratefulness also goes to all the Ministry's experts who contributed to the enrichment of this work.

This transformation of Egypt's educational system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah el-Sisi. Overhauling the educational system is part of the President's vision of "rebuilding the Egyptian citizen" and it is closely coordinated with the Ministries of Higher Education and Scientific Research, Culture, and Youth and Sports. The new educational system is only a part in a bigger national effort to propel Egypt to the ranks of developed countries, and to ensure a great future for all of its citizens.

Reviewed by

The General Administration for Planning and Formulating Curriculum

Words from the Minister of Education and Technical Education

Dear students and fellow teachers,

It gives me great pleasure to celebrate this crucial stage of comprehensive and sustainable development, an epic in which all Egyptian people are taking part. This pivotal stage necessitates paving a foundation for a strong educational system which yields a generation that is not only capable of facing the major challenges the world is witnessing today, but one that also has complete possession of the skills of the future. For this reason, the Egyptian state is keen on empowering its citizens by establishing a top-notch educational system that invests in its children the expertise required to get them to compete at both a regional and global level, at a time when the world is witnessing successive industrial revolutions.

This dictates that our educational system has at its core an emphasis on skills development, deep understanding, and knowledge production. This can only be done through modern curricula that keep up with the changes taking place globally-- curricula which prioritize the development of skills and values, and the integration of knowledge. They are also curricula that focus on the provision of multiple learning sources, and integration of technology to enrich the educational process and to improve its outcomes, while addressing the most important contemporary issues.

To achieve this, we must all join hands to continue to revolutionize our education, and to support it with all that is required to transform it into a globally pioneering educational system.

My warmest regards to you, dear students, and my deepest gratitude to my fellow teachers.

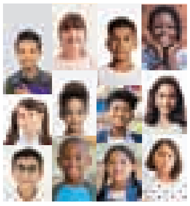
Professor Doctor Reda Hegazy

Minister of Education and Technical Education

Contents

SCOPE AND SEQUENCE

Theme 1 I discover myself

	Unit 1 Green cities 	Unit 2 We are all different 	Unit 3 Vacation plans 
Vocabulary	**Community gardening:** *apartment block, chemicals, community garden, harvest, natural fertilizer, organic, plant, roof, volunteers*	**Personality adjectives:** *friendly, clever, messy, nervous, organized, polite, shy* **Animals:** *lizard, bird, cat, fish, hare*	**Things to do in a city:** *climb (the Bab Zuweila minaret), go quad biking, explore (the souks), ride on a rollercoaster, take photos, visit a museum*
Language	**Adverbs of frequency:** *never, rarely, sometimes, often, usually, always* **Using *How often …?*** to ask about the frequency of an action **Using the present simple tense with time expressions** to talk about the frequency of habits and routines: *I visit my cousins every week.*	**Relative pronouns:** *who, which, where* **Using adjectives ending in *-ed*** to describe how a person feels **Using adjectives ending in *-ing*** to describe people or things that give us feelings	**Using clauses with *if* or *when* and present tense verbs** to talk about facts or things that are usually true **Prepositions of time:** *at (midnight), on (Friday), in (the afternoon)*
Skills	**Reading:** A text about Mini Forest, a city reforesting organization An email from an Egyptian boy living in New York Story: *The Selfish Giant* **Listening:** Talking about weekend and holiday habits **Speaking** A diolog between two friends about what you usually do on weekends and in the holidays **Writing:** A paragraph about how often you do a sport or visit a family member An informal email about things you miss when you're away from home **Project**: Make an infographic about your neighborhood	**Reading:** A text about places in a school and what they are used for Folk tale: Hare Gets Scared **Listening:** A boy's first day at a school **Speaking:** Describing a friend **Writing:** A paragraph about the positive and negative things about a pet **Project:** Make a leaflet with a map of your school	**Reading:** Discussing plans for a vacation Story: Fatima Faces Her Fear Folk tale: Little Deer in the Forest A blog about the Carnival **Listening:** Planning a quad bike tour A discussion about when people do things **Speaking:** Planning a trip for a week Discussing study tips Asking and answering about when you do things **Writing:** A blog post about a visit to a place you like **Project:** A tourist brochure about a place you visited or like visiting
Phonics	/ə/ and /s/	/ʌ/ and /æ/	/v/ and /w/
Life skills	**Self-management:** understanding why people miss their homes	**Self-management:** staying calm in new or frightening situations	**Self-management:** planning for the future
Values	**Independence:** looking after our world	**Respect for others:** respecting the fact that we are all different	**Cooperation:** learning to share with others
Issues and challenges	**Resilience:** being away from family	**Making sensible choices:** situations requiring calm and quick-thinking	**Resilience:** facing your fears
Integrated cross-curricular topics	**Project**: Make an infographic about your neighborhood	**Project:** Make a leaflet with a map of your school	**Project:** A tourist brochure about a place you visited or like visiting

Theme 2 Myself and others

	Unit 4 **Celebrate good times!**	Unit 5 **Amazing journeys**	Unit 6 **Taking care**
			
Vocabulary	**Birthday parties:** *blow up balloons, decorate the birthday cake, hang up streamers, let off the fireworks, make a playlist, send the invitations*	**Expressions about traveling:** *go on a journey, ride camel, take a trip, go on a voyage, sail by ship, travel by train* **Ancient cultures:** *advanced, archaeologist, clay, inspiration, sculptures, tools, mystery*	**Making candles:** *drops, heat, popsicle sticks, press, squeeze, stir, wax, wick* **Food in Ancient Egypt:** *barley, herb, preserve (v)* **Personal care:** *hairbrush, face cream, shampoo, soap, toothbrush, toothpaste, perfume*
Language	**Using the present continuous tense and time expressions** to talk about actions in progress around or near the moment of speaking **Using the present continuous tense** to describe things that are happening in a picture	**Using the past simple tense and time phrases** to talk about finished actions or situations in the past **Past simple negative and question forms**	**Using How many…? and How much…?** *to ask about quantities of countable and uncountable things* **Quantifiers:** *a few, a little, a lot of, some*
Skills	**Reading:** A dialog about birthday party preparations A text about birthday traditions around the world **Listening:** Describing what people are doing at a party **Speaking:** Talking about birthday traditions **Writing:** A formal invitation to a celebration **Project:** Making a poster for a celebration at school/in the community	**Reading:** A text about the discovery of Nok clay sculptures in Nigeria Factual text: Marco Polo Crosses the Desert **Listening:** A diary entry A discussion about a book **Speaking:** Talking about a vacation Describing places and things **Writing:** A diary entry about a trip **Project:** Making a poster about a famous traveler	**Reading:** A text about food in Ancient Egypt Story: The Missing King **Listening:** A conversation about making candles **Speaking:** Asking and answering about quantities of things Describing a scene from a story **Writing:** Instructions for making something at home **Project:** Making a poster about different spices and the things we can make with them
Phonics	/ei/ and /e/	/dʒ/ and /ʒ/	
Life skills	**Respect for diversity:** different traditions around the world	**Critical thinking:** learning from the past	**Productivity:** being able to produce and modify something
Values	**Curiosity:** learning about other cultures	**Tolerance:** respecting different cultures	**Work appreciation:** appreciating crafts and doing things by own self
Issues and challenges	**Citizenship:** helping my community	**Non-discrimination:** learning from different cultures	**Theurapeutic health:** caring for one's body and eating good food
Integrated cross-cultural topics	**Math:** Estimating volume **Project:** Making a poster for a celebration at school/in the community	**Project:** Making a poster about a famous traveler	**Social studies:** Ancient Egyptian traditions **Project:** Making a poster about different spices and the things we can make with them

LET'S REMEMBER

LESSON 1 VOCABULARY

1 Look and write

1


_p_ _o_tatoes

2

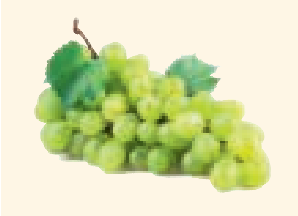

___angoe___

3


l___m___ns

4


ba___ a___as

5


gr___ ___es

6


ca___ ___ots

7


on___ ___ns

8


___im___s

9


___ ___ conuts

2 Write the words from Exercise 1 in the correct group. Then listen, check, and say

Fruit	Vegetables

3 Find and circle seven more words for sports

k	a	r	a	t	e	y	u	i	o	p	l	k
u	f	d	s	a	s	w	i	m	m	i	n	g
n	o	i	u	y	q	t	r	e	w	q	m	n
g	s	d	f	g	u	h	j	k	l	b	v	s
f	o	o	t	b	a	l	l	x	c	z	n	a
u	f	j	e	r	s	x	m	t	r	s	w	i
j	o	r	n	t	h	a	n	d	b	a	l	l
y	p	h	n	b	d	f	t	y	o	d	p	i
e	r	t	i	y	u	i	o	p	k	e	j	n
s	a	z	s	x	c	v	b	n	m	i	a	g

4 Complete the sentences. Use the sports from Exercise 3



1 My brother is on the *football* team. They have a match next week.

2 I think ______________ is difficult. You can't kick the ball with your feet!

3 My sister is good at ______________. She goes to the pool every Friday.

4 I'm good at ______________. I have a black belt.

5 My friend and I are playing ______________ on the grass with our new rackets.

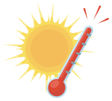
6 We love ______________. We take our boat on the river.

7 I'm not very good at ______________. I can't hit the ball hard enough against the wall!

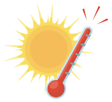
8 I can't always tell the difference between karate and ______________, but I like both sports!

5 Look and match

1 ice **2** sunny **3** stormy **4** rainy **5** windy **6** cloudy

a  **b**  **c**  **d**  **e**  **f** 

6 Look and write about the weather in each city

City	Cairo	Alexandria	Giza	Port Said
Weather				

1 In Cairo, it's sunny and hot.

2 ____________________

3 ____________________

4 ____________________

7 Complete for you and people you know the sentences with the words in the box

drought flood heat wave sandstorms ~~windy~~

1 When it gets very windy in the desert, there are sometimes ______________.

2 A ______________ happens when there is too much rain and rivers are full.

3 A ______________ is when it's very hot for a short time.

4 If it doesn't rain for a very long time and plants can't grow, there is a ______________.

8 Unjumble the letters to make words for places in town. Write the words under the pictures. Listen and check

a saqure
b shpponig allm
c ~~kbna~~
d sttanoi
e lrbiray
f fcaotry
g muusem

1

bank

2


3


4


5


6


7


9 Listen and write where these people went

1 Amira: ____________
2 Ziad: ____________
3 Shorouk: ____________
4 Ali: ____________
5 Sahar: ____________
6 Sameer: ____________

10 Write a paragraph about where you live. Write about the weather, the food, and the places in your area. Use the questions to help you. Write 30-40 words

The weather: Is it always hot there? Does the weather change during the year? Are there ever sandstorms, droughts, or floods?

The food: What food is traditional there? What are your favorite foods? Is your area famous for growing any fruit or vegetables?

The places: What important buildings are there? Do you visit them with your family or friends? What do you do when you are there?

UNIT 1

Green cities





UNIT 1



In this unit I will ...

- listen, read, write, and research about green spaces in towns.
- talk about how often we do things.
- listen and read about a project to make a city greener.
- say the sounds *th* and *s*.
- write an informal email about things you miss about Egypt.
- research and make an infographic about my area.



Look, discuss, and share

Look at the photo of a city park.

Why do you think having green areas in cities is important?



Did you know?

'Urban greening' is an important part of town planning in many countries. It means creating areas of plants and trees in cities. These can be small parks between buildings or gardens on people's roofs.



Find out

Where is the park in the photo?

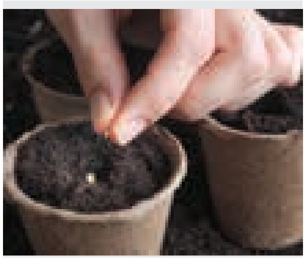
Why is it famous?

UNIT 1

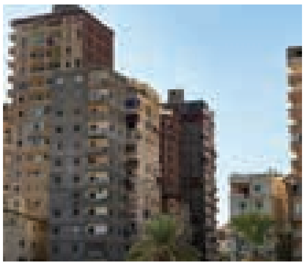
LESSON 1 WE WORK IN THE COMMUNITY GARDEN

1 Look and write

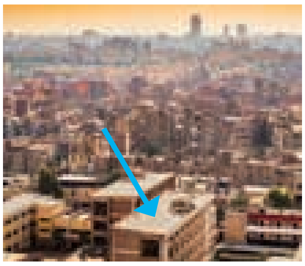
apartment block chemicals harvest natural fertilizer plant roof

1 

______

2 

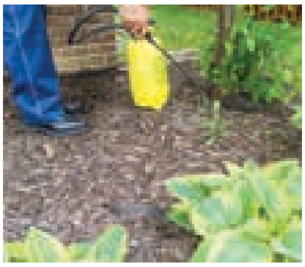
______

3 

______

4 

______

5 

______

6 

______

2 Listen and read. Where does Mariam go on Fridays?

Nour No school tomorrow! Do you want to come to my house?

Mariam Thanks Nour, but I always help my aunt on Friday afternoons at the **community garden**.

Nour The community garden? What's that?

Mariam It's a big green space on the **roof** of my Aunt Salma's **apartment block**. The people who work there are all **volunteers** from the neighborhood. We grow vegetables to eat, and sometimes we sell them in the market, too!

Nour That's interesting. What things do you grow?

Mariam Well, we usually **plant** tomatoes, peppers, onions, lettuce – things people eat all the time. Sometimes we also plant fruit trees. This year we have lemons and dates.

Nour And you grow all this food in the middle of the city. Wow!

Mariam Yes, it means people can grow their own fresh food and it's **organic**, too, which means we only use **natural fertilizer** — we never use **chemicals**.

Nour Does your garden produce a lot of vegetables?

Mariam Yes, it does. From just one square meter of roof garden, we can **harvest** twenty kilos of vegetables a year. And that's not all. Roof gardens also help clean the air in the city, which is good for people's health. And they're a great place to meet people and make friends.

Nour It sounds great, Mariam. We need more community roof gardens like that in our city!

3 Listen and read again. Check (✓) the foods Mariam mentions

1 

2 

3 

4 

5 

6 

7 

8 

4 Complete the summary with the words from the box

aunt clean friends grow plants roof sell tomorrow

Nour asks Mariam to go to her house **1** ______________ , but Mariam goes to help her **2** ______________ on Fridays. They work in a community garden on the **3** ______________ of an apartment block. They **4** ______________ vegetables and fruit for people in the local area, and sometimes they **5** ______________ them, too. Mariam thinks the community garden is a good idea because the **6** ______________ also help to **7** ______________ the air in the city, and it is a good place to make new **8** ______________ .

5 Work with a partner. Discuss these questions

1 Does your family have a garden or a balcony? What do you grow there?

2 Where do the vegetables and fruit that you eat come from? Do they come from gardens or farms?

LESSON 2 WE ALWAYS WORK HARD

1 Listen and read. Choose the best logo for Mini Forest

1 

2 

3 

Home | About | Join us | Latest News | Contact us

Earth **Aid**

What is Mini Forest?

Mini Forest is an organization which plants small areas of trees in the middle of our cities. These special green areas help people enjoy nature and help our **wildlife** – like plants, animals, and other living things.

At Mini Forest, we **always** work hard to find the best urban locations for our forests, where people and wildlife need nature most.

We **never** grow foreign plants in our projects, we **always** plant trees that grow naturally in an area and we carefully look after them until they become a small forest.

We also **usually** work with local communities to plant and look after the forests over time.



We collect data from every forest we plant **a few times a month**. This helps us understand the effects of the new green space on the people, wildlife, and climate of the area.

We **rarely** have enough volunteers to help us with our projects, so we are **always** happy when people offer to help us. Click on the link to find out more.

2 Listen and read again. Write *T* (True) or *F* (False). Correct the false sentences in your notebook

1 The new green spaces help people and animals. __
2 Mini Forest plants trees that don't normally live in that country. __
3 Mini Forest volunteers help to look after the trees. __
4 The organization uses information about the forests for research. __
5 The Mini Forest organization doesn't want more people to join and help. __

Language focus

We use adverbs of frequency before a verb (but after the verb *to be*) to talk about how often an action happens.

*We **always** work hard to find the best urban locations for our forests.*
*We are **always** happy when people offer to help us.*

We use ***How often …?*** to ask about the frequency of an action.

***How often** do you work in the community garden?*

*I work there **a few times a month.***

0% never — rarely — sometimes — often — usually — always → 100%

3 Circle the correct answers

1 The weather is **usually / never** sunny in Egypt in summer.
2 I **rarely / often** eat dates as a snack – I love them!
3 **How often / How ever** do you play football with your friends?
4 Samer **always / never** plays video games. He doesn't like them.
5 We **sometimes / always** go cycling on holiday, but most days we relax on the beach.
6 You **rarely / sometimes** call me so late at night. Is something wrong?
7 Dr Mohsen is **never / always** late to work. He likes to be at the hospital on time.

4 Put the words in the correct order to make sentences in your notebook

1 10 pm. / usually / in bed / before / I'm
2 always / My dad / a healthy breakfast / in the morning. / eats
3 never / Donia and Wael / late / are / for school.
4 the dentist / you / go / How / do / often / to / ?
5 gives / sometimes / us / Our teacher / homework / on weekends.
6 rains / It / the Western Desert. / rarely / in

5 Circle the correct adverb in each sentence

1 We don't like fish at all. We **often / never** eat it.
2 Date palm trees **usually / never** produce fruit.
3 My aunt lives with us, so I **often / rarely** speak to her.
4 I **sometimes / never** do my homework in the afternoon, but I prefer to do it in the evening.
5 Hani **rarely / often** plays football. He doesn't like sports.
6 My father **sometimes / always** drives to work. It's very far and there is no train or bus there.

6 Listen. Where do the friends decide to go on Saturday?

7 Listen again. Complete the sentences the two girls say. Write two words in each gap

Gameela I **1** ____________ ____________ time with my sisters.
We **2** ____________ ____________ shopping in the city center,
or we **3** ____________ ____________ to the movie theater.

Nadine I don't **4** ____________ ____________ go into the city. I
5 ____________ ____________ at home and help my mom,
but I **6** ____________ ____________ my grandparents.

Tip! We use the present simple tense to talk about habits and routines.

*I **visit** my cousins every week.*

*He usually **goes** to school by bus.*

8 Answer the questions. Then listen again and check

1 Where do Nadine's grandparents live?
2 How does she get to their home?
3 How often does she go to see them?
4 Who does Gameela always meet up with for Eid Al-Adha?
5 When are Nadine and Gameela going to the new café?

Tip!

We can use these time expressions to talk about how often we do something:

every day, once a (week), twice a (month), three times a (year)

9 Complete the paragraph with the time expressions from the *Tip!* box

My sister, Dalia, plays basketball **1** ______________, on Tuesdays and Thursdays. She has a gymnastics lesson **2** ______________, on Saturdays. She also practices her gymnastics **3** ______________ after school – she never misses a day! **4** ______________, in January, June, and December, there's a big gymnastics competition in our region. Dalia always enters! Go Dalia!

10 Write a short paragraph about how often you do a sport or visit a family member. Use the *Language focus* box on page 7 and *Tip!* boxes to help you

____

____

____

____

11 Work with a partner. Ask and answer questions about your weekends and the holidays



What do you usually do on Sham El-Nessim?

We always go to the park near my uncle's house.

UNIT 1

LESSON 3 READING

1 **What do you like about your neighborhood?**

2 **Wael is in New York for a year with his family. Read his email. What's Wael's favorite place in New York?**

To: samer@email.com
From: waeltawfik@email.com
Subject: Life in New York

Search

Hi Samer,

How are you? I'm well and New York is great! Our apartment is on the sixteenth floor, so we have a great view of the city.

New York has a lot of green spaces. There are also projects to create new parks and green spaces in parts of the city that no one uses now, like the famous High Line – do you know about it?

Years ago, the High Line was a **railway line**, but in the 1980s trains stopped using it. Some **local residents** then decided to make the old railway into a big, long park that everyone could use. Now it's a green space with more than 500 species of plants and trees in it! It is 2.5 kms long and when you walk through it, you can see art works, watch a theater performance, eat delicious food, go running, or just **hang out** with your friends. I think it's my favorite place in New York. It **passes through** our neighborhood, so I often go there with my parents. Here is one of my photos of it.

How are things in Alexandria? I **miss** home. New York is very noisy all the time. Alexandria is much quieter at night.

There are lots of different restaurants here in New York, and the food doesn't taste like the food at home. I think the food tastes more delicious in Egypt. I miss our food so much!

Write soon and tell me all your news,

Wael



3 Match the words in bold to the definitions

1 spend time with, relax together ____________
2 people who live in a neighborhood ____________
3 goes from one place to another ____________
4 feel sad that you can't have or see something ____________
5 a road for trains ____________

Tip! For True/False exercises, first read the sentences carefully. Underline the key words and look for similar words in the text. Compare the information in the sentences and in the text, then choose your answer.

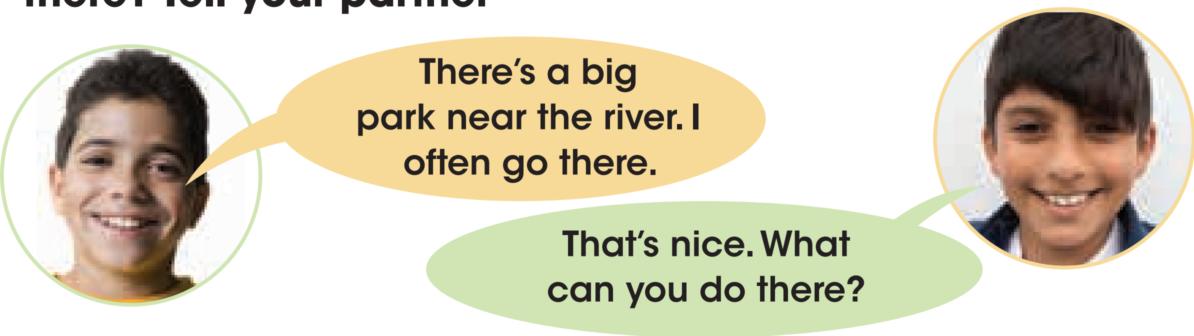
4 Read the *Tip!* box and Exercise 5. Underline the key word in each sentence

5 Read the email again. Write *T* (True) or *F* (False). Correct the false sentences in your notebook

1 Samer's family lives in a tall building. __
2 There aren't many parks in New York. __
3 Samer lives far from the High Line. __
4 In the past, the High Line was a road. __
5 The High Line is two and a half kilometers long. __
6 Samer loves the local food. __

6 Read the text again. Find five things you can do in the High Line

7 What green spaces are there near you? What can you do there? Tell your partner



UNIT 1

STORY THE SELFISH GIANT

1 Look at the picture. What season is it? Listen and read. Check your answer



In a village, there lives a giant who has a wonderful garden. In his garden there are tall trees, beautiful flowers and soft, green grass. There are colorful birds singing in the trees and bees on the plants. Every afternoon, on their way home from school, the local children come to play in the giant's garden. The lovely garden always makes the children happy.

But the selfish giant doesn't want to **share** his garden, so one day he builds a big wall around it. Now the children never come there to play. The days pass and the garden is always empty and silent. Slowly, the green grass turns brown. The leaves fall from the trees. Then snow covers the garden and all the birds and bees fly away.

Spring arrives in the village, but in the giant's garden it is still winter. Everything is under the snow. The giant doesn't understand. Usually his garden is beautiful in spring! What is wrong? Then one morning he wakes up and hears a lovely sound. A little blue bird is singing in a tree outside. Then the giant hears another sweet sound - children laughing.

He looks out of the window and sees that the children have come back through a hole in the garden wall. Now they are sitting in the trees. The leaves on the trees are green again and flowers are opening around them. The giant feels so happy to see his garden grow again.

But in one corner of the garden, it is still winter. The giant sees a tiny boy standing there. He is too small to climb up into the tree. Suddenly the giant understands everything. "Now I know why spring didn't come," he says. "I think it's because I was **selfish** about my garden." He goes out and helps the little boy climb up into the tree. Suddenly, all the leaves on the tree open and the birds fly up into its branches and start to sing. "When you're not selfish," the giant says, "good things happen."

2 Number the sentences in the correct order (1 - 5)

- [ ] Spring finally comes to the giant's garden.
- [ ] The children, birds, and bees stop coming to the giant's garden.
- [ ] A hole appears in the garden wall.
- [ ] The giant builds a wall around his garden.
- [1] The local children play in the giant's garden every day.

3 Work with a partner. Discuss

1 Why do you think it was winter for a long time in the giant's garden?
2 What do you think 'selfish' means in the last paragraph? Why?
3 How is the giant different at the end of the story?

4 Take turns to talk about a time when someone was selfish. What did they do? How did it make other people feel?



PRONUNCIATION

1 Look and listen. Then listen again and repeat

1  thumb
2  think
3  spring
4  grass

2 Listen and circle the word you hear

1 **a** thick **b** sick
2 **a** throw **b** so
3 **a** path **b** pass
4 **a** mouth **b** mouse
5 **a** thing **b** sing

3 Listen and complete the words with *s* or *th*

1 ___eed	2 ___irsty	3 ___talk
4 ___anks	5 ba___	6 bu___
7 ___oft	8 ___elfish	9 ___rough

4 Listen, read, and repeat

1 I think I have six thick thumbs
2 The thin mouse thinks it's sick.
3 The sunset sky is sunny, but thunder threatens.



UNIT 1

LESSON 4 WRITING

1 Read Donia's email to her friend Laila in Luxor. What two things does she miss about Egypt?

She misses the ____________ and the ____________.

From:	Donia@qwikmail.com
To:	Laila@egyptmail.com
Subject:	My new life in Scotland

Hi Laila,

How are things with you?

I'm finally in Scotland with Mom, Dad, and Hani. It's really interesting!

Our apartment is in the city center, just next to a really cool park called The Meadows. It's on the third floor and the park is on the other side of the street, so we have a great view over the trees. People use the park a lot for sports and meeting friends, so there's always something to see there. In the distance, we can see the famous Edinburgh Castle, too!

I like Scotland, but there are lots of things I miss about Egypt – the warm, sunny weather (it's never hot here) and especially the food! Scottish food is OK but Egyptian food is better! For example, for breakfast a lot of Scottish people eat **porridge**. They usually make it with milk, and they sometimes put honey on it, but I don't really like it! I really miss my favorite Egyptian breakfast, *ful medames*!

The people here are nice and I have a lot of new friends at school. I often go to my friend Rhona's house after school. We study together and sometimes we watch TV – in English!

Please write back soon and tell me all the news from home.

Lots of love,

Donia

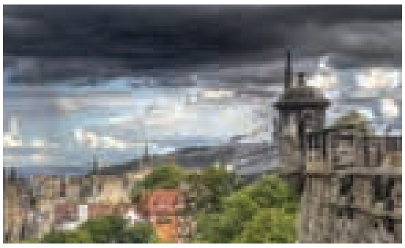
2 Read the email again. Find words to complete the picture captions

a



This is a bowl of ____________.
It's made with ____________
and ____________.

b



This is the ____________ of Edinburgh.
It has a cool ____________ called The Meadows and a famous ____________.

Tip! An informal email is a message you write to friends or family. An informal email should be friendly in tone, use informal language, and include opening and closing phrases.

3 Match the phrases from the email to their function in the text

1 Lots of love
2 a really cool park
3 Please write back soon
4 Hi Laila
5 How are things with you?

a Opening phrase
b Closing phrase
c A question to the reader
d A request to the reader
e Informal expressions

4 Imagine you go to live in another country. What things do you miss most about Egypt and your home? Why? Make notes in the chart

	What I miss about Egypt	Why it's special for me
Food	*koshari*	always eat it on Fridays, family tradition
Weather		
Places		
Activities		

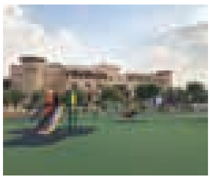
5 Write an informal email to a friend in Egypt telling them about your new life. Include phrases for the functions in Exercise 3. Use Donia's email and your notes to help you. Write 50-60 words

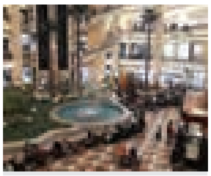
Tip! Make sure you type your friend's email address correctly or they won't receive the email! Always read your email twice before sending it to check for any spelling or grammar mistakes. Make sure you start your sentence with capital letters and end them with correct punctuation marks.

UNIT 1

LESSON 5 PROJECT

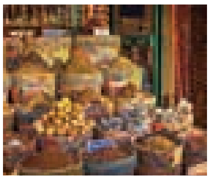




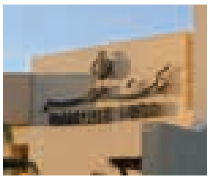












1 Work in pairs. Think and research

You are going to make an infographic about your neighborhood. Take some photos of the buildings, streets, squares, parks, and other interesting places near your home.

2 Read and do

1 Find or draw a map of your area.

2 Think about your infographic. Which places do you want to include? Why?

3 Print out your photos of the places you need. Find the locations of the places on the map.

4 Draw an arrow from each place to the edge of the map and stick each photo in the right place.

5 Write a caption to describe each place. (Add information about what people can see or do there).

6 Check your writing: are the spelling, grammar, and punctuation correct?

3 Show your infographic to your group or class

1 Display your infographic on a classroom wall.

2 Ask and answer questions about your friends' infographics. Say something you like about each infographic.

SELF-ASSESSMENT

1 Do you remember? Complete the sentences with the words and phrases from the box

chemicals harvest local residents natural fertilizer plant railway line

1 Early spring is the best season to ______________ seeds in the ground.
2 You can use old coffee as a ______________ for plants in your garden.
3 There's a ______________ near my house, but there aren't any trains using it now.
4 I prefer to eat fruit that is natural and organic with no ______________.
5 The Nile Delta has very fertile farming areas and the people ______________ rice there every year.
6 The people who work in the community garden are all ______________.

2 Circle the correct answer

1 We **rarely / often** see my aunt and uncle. They live in Australia now.
2 We **usually / never** go to Sharm El-Sheikh for our holidays. We all love the sea.
3 My mom **always / usually** cooks meat, but once a week we have fish.
4 You **never / sometimes** play video games with me. Don't you like them?
5 **How often / How ever** does your teacher give you homework?
6 We **often / never** go to Alexandria in the winter. It's too cold and I don't like cold weather.

3 Think about Unit 1

Write two things you enjoyed.

____

Write two things you learned.

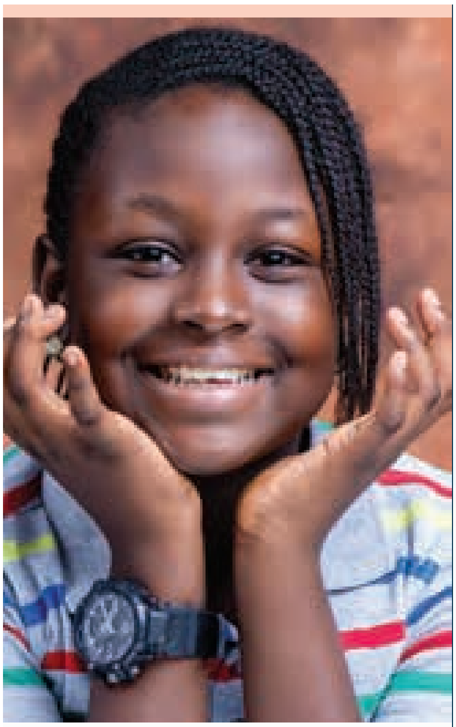
____

UNIT 2

We are all different



UNIT 2









In this unit I will ...

- listen, read, and write about people's personalities.
- make clear what people, places, and things I'm talking about using *who*, *which*, and *where*.
- describe my own and other people's feelings.
- say the sounds /ʌ/ and /æ/.
- write a paragraph explaining the positive and negative qualities of something.
- make a leaflet about your school.



Look, discuss, and share

Which people in the photos look happy?

Which look serious?

Do any of them look sad?



Did you know?

The way you move gives other people information about your **personality**. Each person has a different way of moving, just like we each have our own handwriting. People who move in similar ways often become friends and work well together.



Find out

What is a person's personality? Are they born with it or do they learn it?

UNIT 2

LESSON 1 HE'S VERY CLEVER

1 Listen and read. How does Hazem feel today? Why?

Asser: Hi, Hazem. I'm Asser. You look worried. Is everything OK?

Hazem: Hi, Asser! It's my first day at school and I feel a bit **nervous** and **shy**.

Asser: Don't worry, we are all **friendly**. I can help you get to know the school.

Hazem: Really! Can you?

Asser: Sure. I can take you around, show you where your classroom is, and stay with you at break! Let's go meet some of my friends. Look! There's Basel. Hey, Basel!

Basel: Hi Asser!

Asser: Hazem, this is Basel. He's very **clever** and he's good at math. You can ask him if you need any help with your homework! Basel, this is Hazem. He's starting school here today.

Basel: Hi, Hazem. Welcome to our school.

Asser: He's so **polite**!

Basel: Thanks! Do you have all your books yet, Hazem?

Hazem: I'm not sure. I have a lot of books in my room at home but I'm a bit **messy**. I'm not sure which textbooks I already have.

Basel: We can share my book today. And I have an extra copy of the worksheets …

Hazem: Wow! You're really **organized**. Thanks, Basel!

Asser: Come on, I'll show you where the science classroom is.

2 Read again and answer

1 How does Asser help Hazem? Why?

---

2 Who is Basel?

---

3 What does Basel offer to share with Hazem?

---

3 Look at the bold words in the text. Match them to their meanings

1	friendly	a	not tidy or organized
2	shy	b	nice to others, helpful
3	clever	c	tidy, careful
4	polite	d	intelligent, good at school work
5	messy	e	not calm, worried
6	organized	f	worried about talking to people, quiet
7	nervous	g	speaks carefully and correctly, shows respect

4 Read the conversation again. Write two or three words about each student's personality.

1 Asser is ____________________.

2 Hazem is ____________________.

3 Basel is ____________________.

5 Complete the sentences with words from Exercise 3

1 Sara is very ___friendly___. She likes talking to people.

2 Hani is very __________. He shows respect to everyone.

3 Salma is never __________. She is calm and relaxed.

4 Salah is __________. There are lots of books and clothes on his bedroom floor.

5 If a new student is __________, we should help him make friends.

6 Work with a partner. Take turns to describe a friend. Talk about what they look like and their personality.



My friend Nadine is friendly, kind, and funny. She has long black hair.



My friend is …

UNIT 2

LESSON 2 WE ARE PROUD OF OUR SCHOOL!

1 Look at the text and picture. What type of text is it? Choose

1 a poster about a school
2 a tourist information website
3 a page from a school website

2 Read the text. Which school subjects are mentioned?

El Fouad School

Home About Contact

Welcome to El Fouad School, a place which we are proud of. We are proud of our new, modern buildings and we are happy to show them to you. Please study the map and find out where the **main** buildings are, and what we use them for.

1 The Ahmed Zewail Building

This is the place **where** students study science. There are four classrooms and two new **laboratories**. These laboratories have all the **equipment which** classes need to do experiments.

2 The West Court

This is a large open area **where** students spend time outside. There is a playground and playing field. There are also benches to sit on under the trees and a water fountain. Children can also grow plants with Mr Mahdi. He is the teacher **who** helps in the garden.

3 The IT Building

This is the building **where** you can find our computer classrooms. Students come here for their Information Technology lessons. We have over 50 desktop computers, plus laptops and tablets **which** students can borrow.

4 The 2024 Gym

The yellow building is our new gymnasium. We use it for basketball, handball, and gymnastics during physical education lessons. There are some teachers **who** run after-school sports clubs here too, like **five-a-side football** (Mr Afifi, math department), and tennis (Mrs Manal, French department).



3 Match the parts of the sentences. Then read again and check. Which words help join the parts?

1 This is the place where
2 These laboratories have all the equipment which
3 This is a large open area where
4 He is the teacher who
5 This is the building where
6 We have laptops and tablets which
7 There are some teachers who

a students have break.
b students can borrow.
c students study science.
d run after-school sports clubs here, too.
e you can find our new computer classrooms.
f helps in the garden.
g students need to do experiments.

Language focus

We use *who, which,* and *where* to give more information about a particular person, thing, or place. We use these words for both singular and plural nouns.

We can use *who* to talk about people.

Mr Afifi is the teacher ***who*** *runs the football club.*

We can use *which* to talk about things.

These are the shoes ***which*** *I wear to school.*

And we can use *where* to talk about places.

This is the building ***where*** *we do physical education.*

Remember when we use *who, which,* or *where,* we don't need to repeat the part they replace in the sentence.

Mr Afifi is the teacher. Mr Afifi runs the football club.

Mr Afifi is the teacher ***who*** *runs the football club.*

4 Complete the sentences with *who, which,* or *where*

1 Dalia is the girl ___who___ sits next to me in the English class.
2 An ostrich is a big bird ______________ can't fly.
3 This is the street ______________ my uncle lives.
4 I really love the red flowers ______________ grow in our garden.
5 The supermarket is the place ______________ we buy food.

5 Join the pairs of sentences using *who, which,* or *where*

1 Hani is my friend. He has a pet lizard.

Hani is my friend who has a pet lizard.

2 These are the class computers. We use them for projects.

3 Bees are insects. Bees make honey.

4 A pharmacy is a shop. You can buy medicine there.

5 That is another classroom. We have science lessons there.

6 Laila is the tall girl. She has red hair.

6 Think of a person, thing, and place in your school. Write a sentence about each one. Use *who, which,* and *where*

1 This is the ____________________________________. (person)

2 This/These ____________________________________. (thing)

3 This ____________________________________. (place)

7 Work with a partner and read your sentences. Guess the person, thing, and place

Language focus

We use *-ed* adjectives to describe how a person feels.

*I am **excited**! She is **interested** in science.*

We use *-ing* adjectives to describe people or things that give us feelings.

*The football game is **exciting**. This TV show is really **interesting**.*

8 Choose the correct adjective to complete the sentence

1. Hi Fareeda, I'm **surprised / surprising** to see you!
2. The children feel **bored / boring** when there is nothing to do.
3. His birthday party was **excited / exciting**. It was a lot of fun.
4. I'm really **interested / interesting** in Ancient Egypt.
5. I was really **tired / tiring** last night. I finished my homework late.
6. The results of the students' last test are **surprised / surprising**.

9 Read the text. Choose the correct word, *a*, *b*, or *c*

Wandaland is a fantasy TV series **1** _a_ is popular with people of all age groups. It's **2** __ because it takes place in the future on a planet called Wanda. This is a world **3** __ humans live because the Earth is now too hot.

The series tells the story of a boy called Frey **4** __ wants to return to Earth to look for his family. Frey is a clever, quiet boy **5** __ finds life on Wanda **6** __. He doesn't have many friends but he thinks perhaps his family is still alive, so he decides to hide on a spaceship **7** __ is traveling to Earth. The problem is he doesn't really know where his parents are and he might not find them.



I'm **8** __ to see what happens next!

1	**a**	which	**b**	who	**c**	where
2	**a**	interesting	**b**	interested	**c**	interest
3	**a**	which	**b**	who	**c**	where
4	**a**	which	**b**	who	**c**	where
5	**a**	which	**b**	who	**c**	where
6	**a**	bored	**b**	bore	**c**	boring
7	**a**	which	**b**	who	**c**	where
8	**a**	exciting	**b**	excited	**c**	excite

10 Read and listen. Check your answers to Exercise 9

UNIT 2

LESSON 3 HARE GETS SCARED

1 Listen and read the story. Who is in Hare's house?

It's a sunny day, and Hare lies in the grass. Suddenly, her stomach makes a loud noise. Hare remembers the carrots in her kitchen. She's hungry!

Hare runs back home. But when she gets to her door, she stops. What is that noise? Something is moving inside Hare's house! "Is somebody there?" asks Hare.

"Stay where you are!" says a loud voice.

Hare is very surprised. Who is in her house? Then the voice speaks again. "Hare, don't come in. If you come in, I'll eat you. Hares are my favorite food."

Hare is very scared. The animal which is in her house wants to eat her. Hare runs to the forest where her clever friend Monkey lives.

"Monkey, please help me!" says Hare. "There's an animal in my house, and it wants to eat me!"

Monkey looks interested. "An animal? Let's go and see," Monkey says.

They go back to Hare's house. "Who's in there?" shouts Monkey.

A voice answers, "Monkey, don't come in. I'll eat you if you come in. Hares are my favorite food, but monkeys are also delicious."

Monkey and Hare look at each other. They are both very scared. They run to the lake where their friend Elephant lives. "There's an animal which eats hares and monkeys in Hare's house," they tell Elephant. "We need your help!"

"Don't worry!" says Elephant. "I'm coming! I'm the biggest, strongest, bravest animal in the world. Nobody can eat me!"

Elephant goes to Hare's door. "I'm coming in!" he shouts.

"Stop!" says the animal inside. "I'm hungry and I love to eat …"

"You can't eat me!" shouts Elephant. "I'm the biggest, the strongest …"

Suddenly, Hare's door opens, and a small mouse runs out. Elephant jumps high in the air! He's very scared. For as everybody knows, elephants are afraid of mice!

"Help! A mouse! A mouse!" cries Elephant and he quickly runs away.

Mouse looks at Hare and Monkey. "I'm sorry," she says. "Are you angry?"

Hare and Monkey start to laugh. "No, we're not angry," they say. "Elephant's face was so funny!"

They all laugh again. Then Hare goes inside to finally eat her carrots.



2 Read again and put the sentences in order 1–10

a	Monkey becomes scared.	
b	Hare becomes scared.	
c	Hare feels hungry.	1
d	Hare eats some carrots.	
e	Hare asks Monkey for help.	
f	Hare and Monkey ask Elephant for help.	
g	Elephant sees a mouse.	
h	Mouse says she is sorry.	
i	Elephant runs away.	
j	Hare hears a noise inside her house.	

Tip!

When characters speak in stories, we show it with punctuation called quotation marks:

"Hares are my favorite food." "Don't worry!"

We put quotation marks before and after the sentence.

We use verbs like *say, shout, and ask* to say who is speaking.

"Is somebody there?" ***asked*** *Monkey.*

"No, we are not angry," ***said*** *Hare and Monkey.*

3 Who says each thing in the story? Read and write the names

Elephant Hare Monkey Mouse

1 "Is somebody there?" asked ______________.

2 "There's an animal in my house," said ______________.

3 "An animal? Let's go and see," said ______________.

4 "I'll eat you if you come in," said ______________.

5 "I'm the biggest, strongest, bravest animal in the world," said ______________.

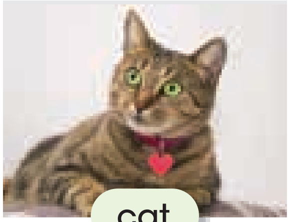
6 "Are you angry?" said ______________.



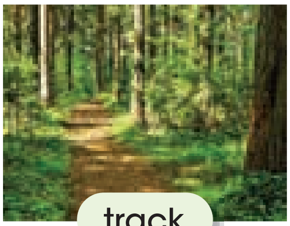
PRONUNCIATION

1 Look and listen. Then listen and repeat

1 

2 

3 

4 

2 Listen and circle the word you hear

1 hut / hat **2** bug / bag

3 stuck / stack **4** uncle / ankle

3 Is the sound the same as *cat* or *cut*? Listen and check

	cat	cut
1 **a**nimal		
2 h**u**ngry		
3 st**o**mach		
4 f**u**nny		
5 **a**ngry		
6 c**o**me		

4 Listen, read, and repeat

Happy Harry has some nuts.

Happy Harry has some nuts and a duck.

Happy Harry has some nuts, a duck, and some honey.

Happy Harry has some nuts, a duck, some honey, and a brush.

Happy Harry has some nuts, a duck, some honey, a brush, and an onion.





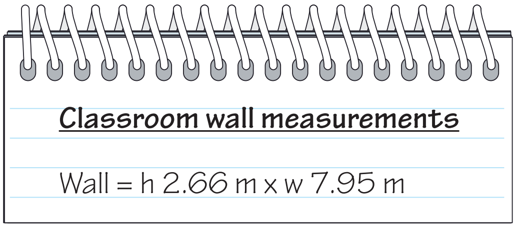
Estimating numbers

1 Work with a partner and read the texts. Discuss

Hatem's classroom wall needs painting. The class calculate how much paint they need to paint the wall. They measure the wall and write down the measurements. Then they look on the internet to see how many cans of paint they need.

1 How do you think the students calculate how much paint they need?

2 How many liters of paint will they have left over?





When we don't need to calculate exactly, we estimate an **approximate** number. We can round decimal numbers up or down to the nearest whole number: 2.66→3.00 3.95→4.00

2 Round these measurements up or down to the nearest whole number

1 2.03 m ________ 2 12.96 m ________ 3 1.11 m ________

To estimate how much paint they need, the students round their measurements up to the nearest whole number, then multiply them to estimate the area to paint:

2.66 (→3.00) x 7.95 (→8.00) = 24 m^2

Each can covers 22 square meters, so the students need 2 cans (44 square meters) to cover 42 square meters. They will have at least 20 liters left over.

3 Round up these measurements to the nearest whole number. Multiply them to estimate the area for painting. How many cans of paint do you need for each area?

1 2.12 m x 3.85 m = __ m^2, __ can(s)

2 7.65 m x 4.3 m = ____________ m^2, __ can(s)

UNIT 2

LESSON 4 WRITING

1 Look at the pets. Write the words

bird cat fish ~~lizard~~

1 

lizard

2 

3 

4 

2 Hani has to write about the best animal to keep as a pet. Read his notes. Decide which are positive (*P*) and which are negative (*N*)

Cats as pets

calm – P	usually friendly	have soft fur	beautiful
clean	independent	have sharp claws and teeth	petting a cat makes you happy

3 Read Hani's paragraph. Answer the questions

1 Which of the positive points does Hani include?

2 Does he include any of the negative points? Which ones?

3 What does he say about the negative points? Why?

Cats Are the Best Pets

Cats are my favorite animals and I think they make the best pets. They are beautiful with soft fur which is nice to touch. They are clean and calm animals which are usually friendly. They like people but they are **independent**, so you don't need to take them for a walk every day. It is true that cats have sharp claws and teeth, but they only use them when they are scared. People also say that when you **pet** a cat, it makes you happy, so they are good for your **well-being**, too.



Tip!

You can use *but* to join two contrasting ideas in a sentence. For example, you can mention a negative point, then use *but* to explain why it's not really a problem.

It is true that cats have sharp claws and teeth, ***but*** *they only use them when they are scared.*

4 Join these phrases to make single sentences. Use *but*

1 I like most types of fruit. I don't like mangoes.

I like most types of fruit but I don't like mangoes.

2 We want to go to the beach. It's raining today.

3 Lizards make good pets. It's difficult to find food for them.

4 My new school is great. It's far from my house.

5 Five-a-side football is an exciting sport. It takes a lot of time to practice it.

5 Choose a pet to write about. Think of positive and negative things about it. Make notes

Positive	Negative

6 Write a paragraph about your pet in your notebook. Use your notes from Exercise 5 and add a photo. Write 50-60 words

Remember to:

- use adjectives about personality
- use *but* to contrast ideas
- use *which* to make longer sentences
- say why you like your pet.

UNIT 2

LESSON 5



PROJECT

1 Think and take notes

You are going to make a leaflet with a map of your school to help new students find their way around.

1 Make a list of the buildings in your school.

2 Include any areas where you can do sports, study science, or relax and have meals.

3 Are there spaces for cars or bikes?

4 Where are the entrances?

2 Read and do

1 Draw a map of the school. Color the buildings or different areas. Write a number on each one.

2 Include the entrance(s) to the school and the streets around it.

3 Write the 'key' for the map. Write the heading KEY. List the numbers and names of each building/area.

KEY	
1. The main building	2. The bus stop
3. The Middle Court	4. The IT building

4 Check your writing: are the spelling, grammar, and punctuation correct?

3 Explain your map to the class

1 Display your map on the classroom wall.

2 Say the names of the places.

3 Explain what you do in each one.

Number 4 is the Information Technology building. We have our IT lessons there. It has a lot of computers and tablets in it.



SELF-ASSESSMENT

1 Complete the words for the photos

1 

c_l_ev_e_r

2 

p__l__te

3 

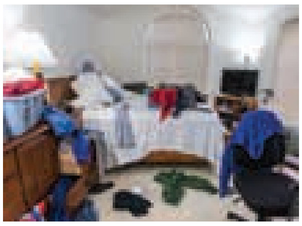
ne__vo__s

4 

__h__

5 

or__an__zed

6 

__es__y

2 Complete the sentences with *who, which,* or *where*

1 Mrs Sohair is the French teacher ____________ is always calm and helpful.

2 Is that the house ____________ your uncle lives?

3 This is the math question ____________ I don't understand.

4 Are these the clothes ____________ you want to take on holiday?

5 Is Magdy the boy ____________ lives in your building?

6 This is the classroom ____________ we study science.

3 Think about Unit 2

Write two things you enjoyed.

____

Write two things you learned.

____

UNIT 3

Vacation plans





UNIT 3



In this unit I will ...

- listen, read, research, and write about making vacation plans.
- talk about facts using clauses with *if* or *when*.
- talk about when something happens using prepositions of time.
- read and listen to determine the central message.
- practice saying the initial consonant sounds /w/ and /v/.
- write a blog post about a place you like visiting.
- research and make a brochure about a vacation destination.



Look, discuss, and share

Look at the photo. What can you see? Where do you think it is? Why do you think people like to visit this place?



Did you know?

When you see it from the air, the Nile valley is in the shape of a fan. In the north, where it opens into the delta, it is wide. In the south, where it passes between **desert cliffs**, it is narrow.



Find out

Find a photo of Egypt from the air. Which areas are green? Which areas are brown? Which cities can you see? Share your answers with your partner.

UNIT 3

LESSON 1 LET'S GO QUAD BIKING ON TUESDAY

1 Listen and read. Which two cities do the boys mention?

Samer: I'm excited about our vacation this week, Basel.

Basel: Me too! Why don't we try new places. We can travel to Cairo. There are lots to see there.

Samer: Yes. We can visit the **Manial Palace Museum** first. If we go to the museum on Sunday, on Monday we can take photos for my school project.

Basel: Okay, cool! My mom can go with us. She loves museums. Let's also go to the theme park and ride on a rollercoaster!

Samer: Okay! Let's do that on Tuesday. There are also some places outside Cairo that look interesting.

Basel: Like what?

Samer: We can go **quad biking** in the desert in Giza. If we take the bus, we will arrive in about 30 minutes.

Basel: Great! We can go early on Wednesday and come back to the hotel before evening.

Basel: Yes. What else can we do?

Samer: Let's **climb the Bab Zuweila minaret** on Thursday. It's difficult, but the view from the top is beautiful. If we are there in the late afternoon, we can watch the sunset over the city.

Basel: Cool! And in the morning, we can **explore the Souks**! They're near the Minaret.

Samer: Great! Cairo, here we come!



2 Listen again. Match the days to the activities

1	Sunday	**a**	go quad biking in the desert
2	Monday	**b**	visit the Manial Palace Museum
3	Tuesday	**c**	ride on a rollercoaster
4	Wednesday	**d**	explore the souks
5	Thursday (morning)	**e**	take photos for the school project
6	Thursday (afternoon)	**f**	climb the Bab Zuweila minaret

3 Look and write activities a–f from Exercise 2 under photos 1–6

1

explore the souks

2

____

3

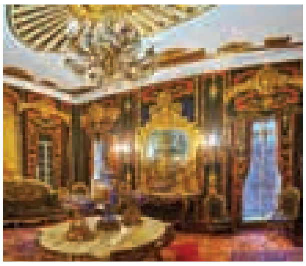
____

4

____

5

____

6

____

4 Work with a partner. Plan a trip to Cairo for a week, or another place in Egypt. Ask and make suggestions about the activities you can do there



Should we explore the souks on Monday?



Yes, good idea. And let's go to the Manial Palace Museum on Tuesday.

UNIT 3

LESSON 2 IF WE BOOK THE TOUR TODAY, IT'S CHEAPER

1 Listen to Samer's conversation with his dad. How much discount do they get for the quad bike trip today?



2 Listen again. Circle the correct answer, *a* or *b*

1 The quad bike company is called
   a Desert Adventures. b Quad Adventures.
2 The guide will meet them in the hotel at
   a 9 am b 9.30 am
3 They should take
   a some snacks for lunch. b some water.
4 They'll be in a group of
   a six. b eight.
5 They have to
   a know how to ride a quad bike. b wear a helmet on the quad bike.
6 They decide to do the trip that lasts
   a 45 minutes. b one hour.
7 Samer should listen to the guide so that
   a he knows what to do. b he stays safe.
8 To pay for the tour, Samer's dad needs his
   a bank details. b credit card.

3 Work with a partner. Ask and answer questions about the quad bike tour



UNIT 3

Language focus

We use clauses with *if* or *when* plus present tense verbs, or a modal verb like can, to talk about facts or things that are usually true.

When *you* ***look*** *at their website, the information is here.*

If *we* ***book*** *the tour today, it's cheaper.*

If *you* ***pass*** *me my wallet, I* ***can*** *pay for the tickets now.*

The clause with *if/when* can come at the start of the sentence, or at the end. When it comes first, we separate the two clauses with a comma.

If *you press the button**,** the tablet switches off.*

The tablet switches off ***if*** *you press this button.*

In questions, the clause with *if/when* usually comes at the end.

How can we book the tour ***if*** *we can't book it on the website?*

Does your aunt always bake feteer ***when*** *you visit her?*

4 Complete the sentences with the correct form of the verbs in brackets

1 If you ______________ (heat) sugar, it ______________ (melt).

2 If you ______________ (feel) tired, you can ______________ (go) to bed early.

3 When the clouds ______________ (be) red, it ______________ (mean) there's dust in the sky.

4 My English always ______________ (get better) when I ______________ (study) the lessons again at home.

5 You can ______________ (tell) me if you ______________ (need) anything.

5 Put the words in order. Write the sentences in your notebook

1 buy / two T-shirts, / you / free / get / one / When / you

When you buy two T-shirts, you get one free.

2 don't water / Plants / if / die / you / them.

3 go / want / by bus. / Cairo, / to go to / If / you / you can

4 eat / too much cake. / stomach ache / I / if / I can get

5 we / it / my umbrella. / If / can / rains, / use

6 sees / a bee, / my cat / tries / to catch / it. / When / she

6 Use the prompts and *if* to complete the dialogs. Write the sentences in your notebook. Then listen and check

1 **Hazem:** Mom, there's a problem with the freezer. It isn't working.
Mom: The freezer / not work / you not close / the door / properly
The freezer doesn't work if you don't close the door properly.

2 **Laila:** Mrs Manal, can we use pencils in the test?
Teacher: No sorry, you can't. tell / me / now / you / not have / a black pen

3 **Karim:** What does this word mean, Sherif?
Sherif: I don't know. look it up / in a dictionary / you / not know / a word

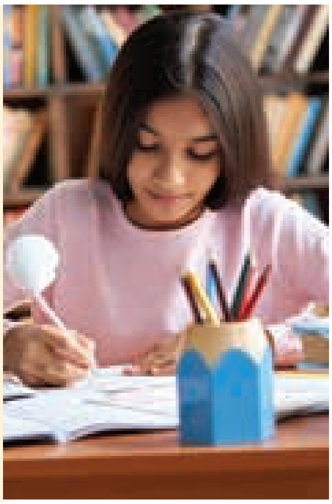
4 **Dad:** Please turn the music down, Rana. It's too loud!
Rana: But Dad, I / not can / hear / it / be / too low

5 **Selim:** What happens / you / block / a person / social media?
Dalia: You don't get any messages from them.

7 Complete the text about study tips with the correct form of the verbs in the box

check concentrate eat finish have remember ~~try~~ work write

Study for about 30 minutes, but no longer. If you **1** ___*try*___ to study for hours without a break, you can't concentrate. When you **2** ______ regular breaks, you **3** ______ more. It's also better to study at the same time each day, even on Fridays and Saturdays. People's brains **4** ______ better if they have a regular routine. Also, don't study when you're hungry! If you **5** ______ a healthy meal at lunchtime, you can **6** ______ better in the afternoon. It's helpful if you **7** ______ down a list of what you want to do each time you study. Then you can **8** ______ it off the list when you **9** ______ studying and feel proud!

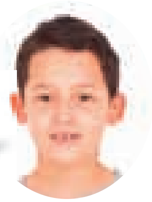


8 How do you study? Do you have any other useful tips? Discuss with a partner



What are your top tips for studying?

If I listen to music, it helps me study.



Language focus

We use **prepositions of time** *at*, *on*, and *in*, to say when something happens.

We use *at* with times:

***at** midnight, **at** eight o'clock, **at** lunchtime*

We use *on* with days and dates:

***on** Friday, **on** my birthday, **on** August 17th, **on** the weekend*

We use *in* with times of day, months, seasons, and years:

***in** the afternoon, **in** August, **in** summer, **in** 2023*

9 Complete the sentences with *at, in,* or *on*

1 We celebrate Sham El-Nessim ______________ spring.
2 Let's meet outside the school ______________ 10:30 am.
3 We had a science class ______________ Monday.
4 They went on a trip to the Red Sea ______________ July.
5 Great news! I'm having a party ______________ my birthday!
6 What did you do ______________ the weekend?

10 Listen. When do the students do these things? Complete the chart

	get up	have breakfast	go to library	play sports	do homework
Hana		6:30			Sunday, Tuesday, Thursday
Youssef	7 o'clock			Saturday	
Mayar			Sunday pm		
Nader			–		every day

11 Write one sentence in your notebook about each person in Exercise 9. Use prepositions of time

Hana does homework on Sundays, Tuesdays, and Thursdays.

12 Work with a partner. Ask and answer questions about when you do the things in Exercise 9

When do you get up on school days?

I get up at 7 o'clock.

UNIT 3

LESSON 3 FATIMA FACES HER FEAR

1 **Look at the pictures. What do you think the story is about? Put a (✓)**

a tall buildings ☐ **b** a typical day for a teenage girl ☐

c a visit to a famous monument ☐

1



Fatima's favorite cousin Amal comes to visit her. It is Amal's first time in Aswan. She's very excited. She wants to see all the famous places.

2



Amal shows Fatima a photo. "Can we go visit the Dome of Abu Al-Hawa? We can climb up the hill to it — there's a great view from there!"

3



Fatima doesn't know what to say. She wants to make Amal happy, but she has a **secret**: she is afraid of heights. How can she climb up the hill to the **dome**?

4



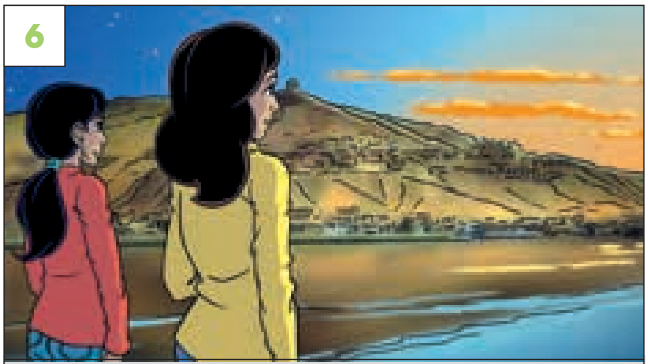
Fatima doesn't want to disappoint her cousin, so she decides to **face her fear**. "That's a good idea," she says, "Let's go on Tuesday in the afternoon. We can watch the sunset."

5



It's Tuesday and the girls are at the Dome of Abu Al-Hawa. After a long climb, they reach the top. Fatima's face is white. She is very scared. But Amal takes her hand and smiles. "**Breathe** slowly," she says. "You can do this, Fatima. Now look around you."

6



Fatima feels **calmer**. She lifts her head to look at the view. It is incredible. Suddenly she doesn't feel scared any more. She feels proud to live in such a fantastic place!

2 Listen and read. Where does this story happen?

3 Read and listen again. Answer the questions

1 Who comes to visit Fatima?
2 Why is Fatima not sure about the visit to the Dome of Abu Al-Hawa?
3 Why do you think she decides to go?
4 When does she suggest they go to the dome?
5 Why does Amal take Fatima's hand and tell her to breathe slowly?
6 How does Fatima feel after she faces her fear?

4 Look carefully at the pictures and answer the questions. Write sentences in your notebook

1 What do you think Fatima and Amal say to each other when they meet in picture 1?
2 How does Fatima feel in picture 3? How do you know?
3 Where are the girls in picture 5? How does Fatima feel? How does Amal feel?
4 What does Fatima see in picture 6? How does her feeling change?

Tip! Pictures can help you understand what a story is about and give you extra detail. For example, the background can show you where the action happens, and the faces of the characters can tell you how they feel at that moment.

5 Work with a partner. Ask and answer about your fears



When was the last time you faced something you feared?

I once found a spider in our bathroom!



UNIT 3

STORY: LITTLE DEER IN THE FOREST

1 Listen and read the story. Where does Little Deer have a drink?

Little Deer runs through the forest. He comes to a beautiful, blue **lake** and decides to stop for a drink of water. Just then, he sees Wolf. Wolf has a drink from the lake.

"Oh no!" says Little Deer. "I can't drink from the same lake as Wolf. Wolf wants to eat me!"

Little Deer runs on through the forest. Next, he comes to a **river**. The river is cool and clear. But as Little Deer goes to drink from it, he sees Bear. Bear has a drink from the river.

"Oh no!" says Little Deer. "I can't drink from the same river as Bear. Bear wants to eat me!"

Little Deer runs on through the forest. He comes to a small **stream**. The stream sparkles in the sun. "Finally!" he says. "I can have a… Oh no!" Little Deer sees Fox. "I can't drink from the same stream as Fox. Fox wants to eat me!"

Little Deer runs on through the forest. He comes to a large **puddle**. It isn't blue like the lake. It isn't cool and clear like the river. And it doesn't sparkle like the stream. But Little Deer is very thirsty now!

Just then, Little Deer sees Little Bird. Little Bird sees Little Deer, too, but she isn't afraid. Little Bird has a drink from the puddle.

Little Deer watches Little Bird. "Hmm," he thinks. "If Little Bird can be brave, I can be brave, too!"

Little Deer goes back to the beautiful, blue lake. He sees Wolf, Bear, and Fox. But this time, Little Deer goes to the lake and has a drink. It is delicious! Little Deer feels happy and proud.

2 Listen and read again. Number the places in the order Little Deer comes to them


☐


☐


☐


☐

3 Work in pairs. How does Little Bird help Little Deer?

4 Work in pairs. Why does Little Deer feel happy and proud at the end of the story?



PRONUNCIATION

1 Look and listen. Then listen again and repeat



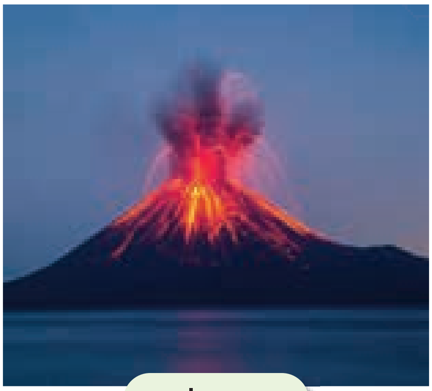
water



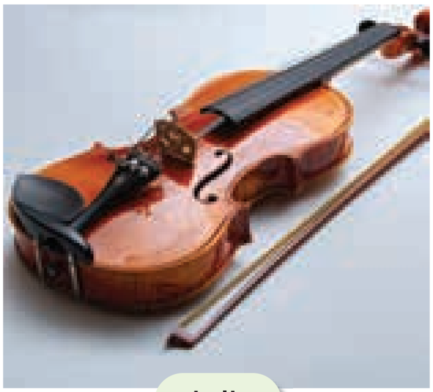
wolf



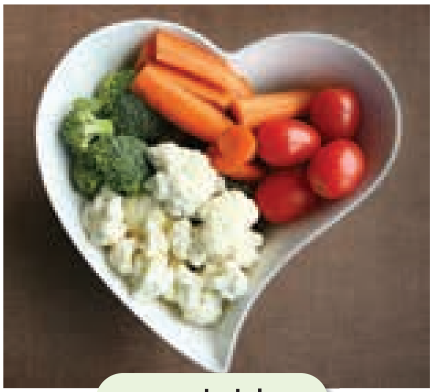
window



volcano



violin



vegetables

2 Listen and circle the word you hear

1 **a** wet **b** vet   **2** **a** veil **b** whale   **3** **a** vest **b** west

3 Listen. Complete the words with *v* or *w*

1 ___alk	**2** ___an	**3** ___eb
4 ___isit	**5** ___arm	**6** ___ase
7 ___ater	**8** ___indow	**9** ___olcano

4 Listen, read, and repeat

1 The white wolf went for a walk with a woman wearing a watch.

2 I visited a very old village and bought a very nice violin.

LESSON 4 WRITING

1 Read Nashwa's blog post. Answer the questions

1 Where is she? ______

2 Who is she with? ______

3 Why is she there? ______

Nashwa's blog

BLOG HOME ABOUT ME LINKS ARCHIVE

Tuesday June 3rd

All the fun of the Carnival!

Today is my birthday and guess where I am? I'm with my family for my special birthday surprise at the **Carnival!** I want to tell you all about it.

When you arrive at the park, you are suddenly in a world of fantasy – it's really exciting. There is a lot to see and do here. There are amazing rides to try like the rollercoaster (if you're brave!), and **theaters** where you can watch shows. There are places to eat and stores, too.

The children's section has nine rides including the *Orient Train*. We have tickets for that at 10 o'clock. My brother loves water rides, so he wants to go on some of those later this morning. At eleven thirty, we have tickets for the *Waterfalls* ride. It has some high sections so it's a bit scary, and you get very wet!

In the afternoon, Dad and I want to go to the **simulation theater**. You sit in your seat with big screens all around you, and there are sound and light effects. It feels like you're in different places around the world – snowy mountains even under the ocean. It's very realistic – I can't wait! What a great birthday present – thanks Mom and Dad!



2 Read the blog post again. Put the activities in the correct order 1–3

a simulation theater ___ **b** Orient Train ___ **c** Waterfalls ride ___

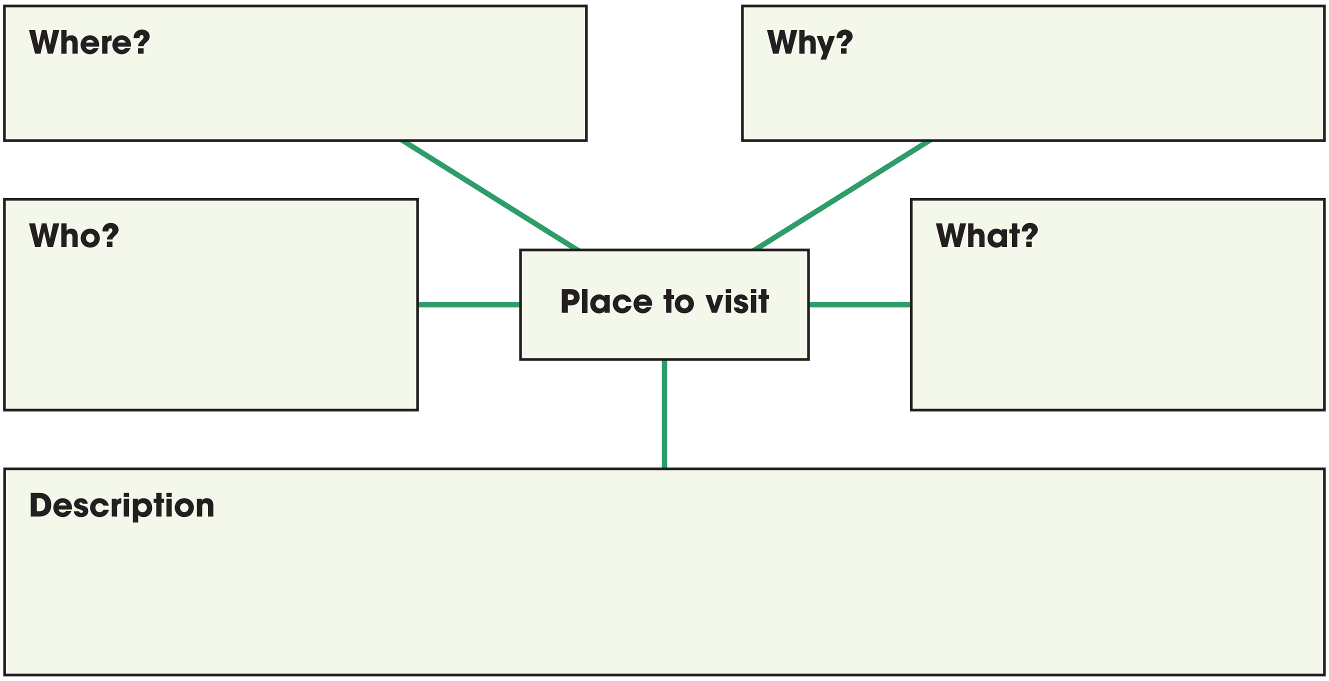
Tip! A blog post should have a title and date, and use informal language and first person pronouns (*I, my, me*). It has to include a personal story, and it usually gives the writer's opinions and feelings about their experiences. Bloggers often add photos to make their blogs more attractive.

3 Look at Nashwa's blog post again. Find these things and underline them

1 the title
2 six first person pronouns in paragraph 1
3 the date
4 two opinion adjectives about the rides

4 Plan your own blog post about a place you like visiting. Think about these things and use the mind map to help you make notes

- Where is the place?
- Who is with you?
- What can you do there?
- Why do you like it?
- What adjectives do you think describe it?



5 Write your blog post. Use your notes from Exercise 4 and include the blog features in the *Tip!* box. You can add photos to make your blog look more attractive. Write 50-60 words

UNIT 3

LESSON 5 PROJECT



Sharm El-Sheikh – an amazing holiday destination!

For only LE 1000 per night, per person in a double room.

Sharm El-Sheikh is an interesting and busy town in Egypt by the Red Sea. There are lots of things to see and do.



- swim in the sea
- relax on the beach



- go quad biking in the desert



- eat good food



- visit St Catherine's monastery

Take *Let's Ride!* bus from Giza Square every afternoon at 3 pm for LE 500 only!

1 Work on your own. Think and research

1 Think about a place you visited or like visiting. Where is it? How do you get there? How much does it cost?

2 Make a list of things you can see and do there.

2 Read and do. Make a tourist brochure about the place you chose

1 Write a short introduction of the place you want to include in your brochure.

2 Find some photos or pictures of the place. Write a description of each place under the photos.

3 Check that the spelling, grammar, and punctuation is correct.

3 Show your brochure to the class

1 Display your brochure on a classroom wall.

2 Walk around and ask and answer questions about your friends' brochures.



What is your brochure about?

It's about Luxor.

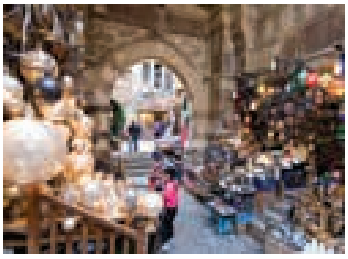


SELF-ASSESSMENT

1 Look and write the activities



1 t____________ a p____________



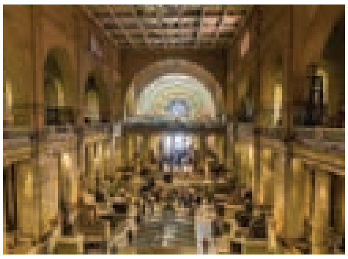
2 e____________ the s____________



3 go q____________ in the d____________



4 c____________ the m____________



5 v____________ a m____________



6 r____________ on a r____________

2 Circle the correct answer

1 My birthday is **in / on** winter.
2 My brother works **on / at** the library.
3 I often get up late **on / in** Fridays.
4 Dina does her homework **on / in** the weekend.
5 If we visit our cousins in July, we can all **go / goes** to the Red Sea together.
6 Grandma is always happy when we **visit / visited** her.

3 Think about Unit 3

Write two things you enjoyed.

____

____

Write two things you learned.

____

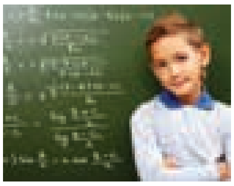
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REVIEW 1

REVIEW 1

LESSON 1

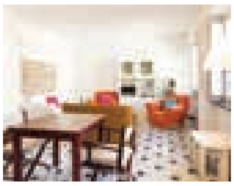
1 Look. Write the words. Listen and check





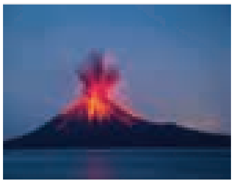

1 clever
2 ______
3 ______
4 ______





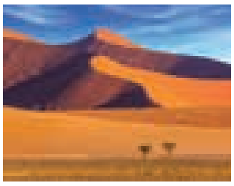

5 ______
6 ______
7 ______
8 ______






9 ______
10 ______
11 ______
12 ______






13 ______
14 ______
15 ______
16 ______

2 Choose a picture and say a sentence for your partner to guess the word





3 Discuss with a partner. Then write your answers

1 Give some examples of activities you can do on vacation.

____

2 Imagine you live in another country, what do you miss about Egypt?

____

4 Write the words from the box on the timeline

always usually ~~never~~ often rarely sometimes

0% 1 *never* 2 ______ 3 ______ 4 ______ 5 ______ 6 ______ 100%

5 Complete the dialogs. Listen and check

Asser: 1 ______ often do you see your aunt?

Hazem: I see my aunt 2 ______ day. She lives with us!

Rania: My brother 3 ______ like dates. He never eats them.

Salma: Really? I think they're delicious. I 4 ______ have them, four or five times a week.

Amir: 5 ______ your sister play football very often?

Hany: Yes, she 6 ______ on Saturdays and Sundays, 7 ______ a week.

6 Match the sentence halves

1 Here is the park
2 Those are the books
3 This is the classroom
4 She's the musician
5 I think this is the math problem

a where the students learn English.
b which we need to do for homework.
c who teaches me to play the piano.
d where we often play football.
e which I want to buy.

REVIEW 1

LESSON 2

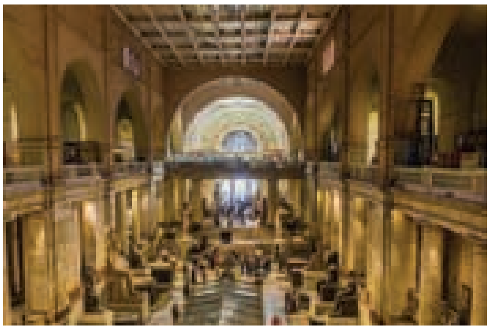
1 Listen. Match the conversations (1–3) to the pictures

a



Conversation ____

b



Conversation ____

c



Conversation ____

2 Listen again. Answer the questions

Conversation 1

1 Where does Dalia live? ____________________

2 What subject is she good at? ____________________

3 Where was the photo taken? ____________________

Conversation 2

1 Where does Malak want to go? ____________________

2 Why can't Dina go on Saturday? ____________________

3 When will they meet instead? ____________________

Conversation 3

1 Where are the students? ____________________

2 What can you book there? ____________________

3 What is the quiet area for? ____________________

3 Complete the sentences with *in*, *at*, or *on*

1 My favorite TV show is always ____________ Sunday.

2 ____________ August we go to Marsa Matruh for three weeks.

3 When we're at my Aunt's house, we go to bed late, sometimes ____________ midnight!

4 At school, lunch is always ____________ 12.00.

5 My mom's birthday is ____________ April 5.

6 We moved to a new area of the city ____________ 2023.

4 Complete the sentences with the correct form of the verb in brackets

1 If you ____________ (feel) sick, ____________ (go) to bed and get some sleep.

2 If we ____________ (press) this button, the TV ____________ (switch) off.

3 His results ____________ (be) usually better if he ____________ (study) well.

4 When it ____________ (rain), we always ____________ (play) indoors.

5 Circle the correct word

1 Are you **surprised / surprising** that you passed the test?

2 He sometimes feels **bored / boring** without his friends.

3 The basketball game was very **excited / exciting**.

4 She's **interested / interesting** in learning about the history of the Nile.

6 Listen to the sentences and check (✓) the word you hear

1	water	☐	walk	☐
2	violin	☐	window	☐
3	vegetables	☐	warm	☐
4	vase	☐	water	☐
5	van	☐	wolf	☐

REVIEW 1

LESSON 3

1 Work with a partner. Look at the pictures and tell Tamer's story using the present simple. Use the phrases to help you

Monday



1 go into a store / read the paper / not see the table

Tuesday



2 look at a bird in the sky / not see the sign or hole

Wednesday



3 get message on his phone / not see the branch

Thursday



4 carry the shopping / fall over the cat

On Monday Tamer goes into a store. He always reads the paper in the morning. He doesn't see the table.

2 Write a story about Tamer. Use the phrases above and the present simple

One day Tamer goes into a store. He always reads the paper in the morning.
He doesn't see the table. ____________________

____

____

____

____

3 Now read your partner's story. Give feedback

SELF-ASSESSMENT

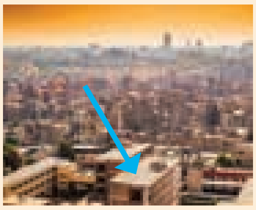
Now I can ...

1 Talk about green spaces and how often we do things

apartment block
chemicals
community garden
natural fertilizer
plant
roof

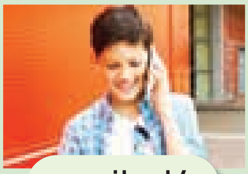




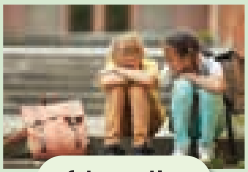



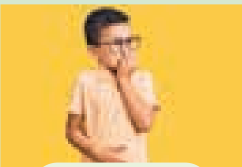
2 Talk about personalities, people, places, and things


clever

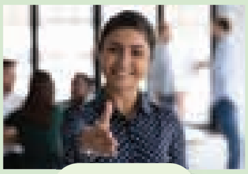

excited/ exciting


interested/ interesting


friendly


nervous


organized

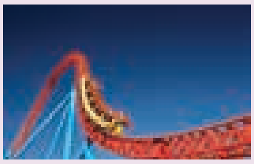

polite

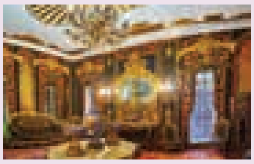

shy

3 Talk about vacation plans and facts

climb the minaret
explore the souks
go quad biking
ride on a rollercoaster
take photos at the palace
visit the museum





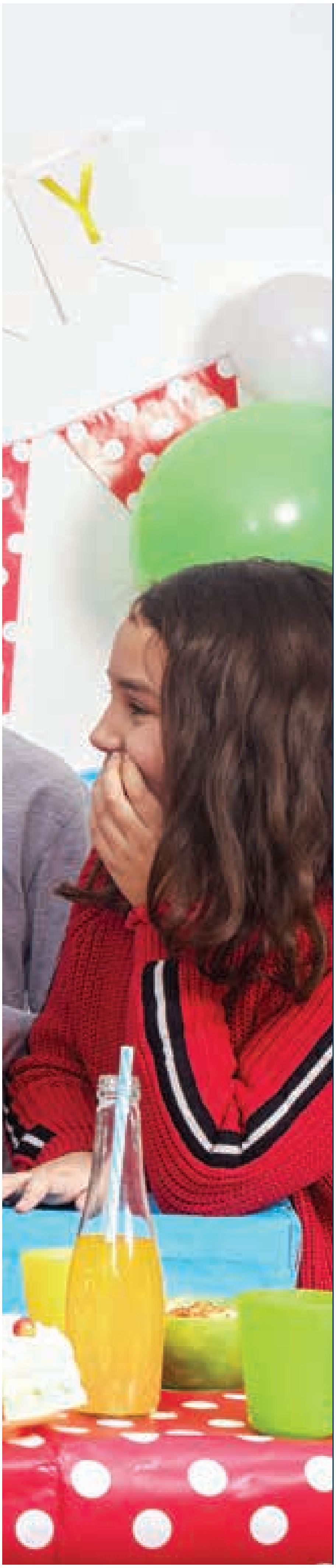
4 Say these sounds

/θ/	/s/	/ʌ/	/æ/	/v/	/w/
thick	sick	cut	cat	vest	west

UNIT 4

Celebrate good times!







In this unit I will ...

- listen, read, and write about celebrations.
- talk about things that are happening at or around the moment of speaking using the present continuous.
- understand the meaning of words and phrases in a text.
- learn to estimate volumes.
- understand the difference between the sounds /ei/ and /e/.
- write a formal email invitation.
- research and make a poster about a celebration.



Look, discuss, and share

Look at the photo. What can you see? Where are the people? What is the celebration? How do you know?



Did you know?

In China, people eat noodles on their birthday. The noodles are very long to **represent** a long life for the person.



Find out

The Ancient Egyptians didn't celebrate everyone's birthday, but they did celebrate the birthdays of some special people. Who were they?

UNIT 4

LESSON 1 CAN YOU BLOW UP SOME BALLOONS?

1 Do you often go to birthday parties? What do you do there? Discuss

2 Listen and read. Who is the birthday party for?

Hani: Hi Youssef, what are you doing?

Youssef: Hi, Hani. I'm **hanging up the streamers** for my sister Nesma's party. Can you help me?

Hani: Sure. What can I do, cousin?

Youssef: Will you pass me the scissors, please? I'm tying the streamers together and I need to cut the string. Can you also **blow up some balloons**? We need to hang those up, too.

Hani: Of course! What are your other sisters doing? Are they helping?

Youssef: Dalida and Noha? Yes, they are. They're **decorating the birthday cake**. They have candles for it, too. Oh, there's Amina. Amina! Are you **sending the invitations**?

Amina: Hi Youssef. Yes, I am. But I'm sending everyone email invitations.

Youssef: Good idea. How many people are coming?

Amina: I'm not sure yet, but I wrote "RSVP" on the invitations. That means everyone has to let me know if they're coming.

Hani: Who's choosing the music?

Amina: Dalida is going to **make a playlist** on her phone. She made one for my party and it was really great.

Hani: That's right. It was really good. We can ask her to make it after she finishes the cake.

Amina: And we need to find an adult to **let off the fireworks** in the yard when it gets dark.

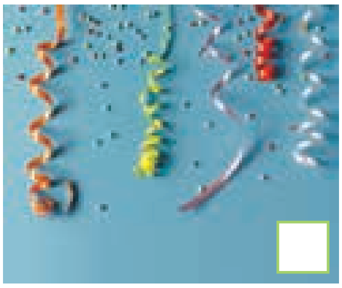
Youssef: Yes, Nesma loves them. I know, I'll ask my dad to do it.

3 Listen again. Number the photos in the order that the speakers talk about them

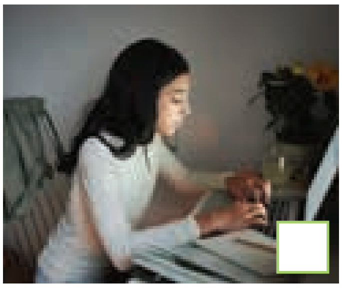
1 

2 

3 

4 

5 

6 

4 Who is doing these things? Read and match

1 hanging up the streamers
2 blowing up the balloons
3 decorating the cake
4 sending the invitations

a Dalida and Noha
b Amina
c Hani
d Youssef

5 Read and write

1 What will Hani ask Dalida to do next? ______________________

2 What will Youssef ask his dad to do? ______________________

6 Work in pairs. Describe a word or expression from Exercise 3 or 4 for your partner to guess



You write it to ask someone to come to a party or event. What is it?

It's an invitation!



UNIT 4

LESSON 2 I'M STUDYING HARD FOR MY EXAMS

1 Listen and read Ali's email to his friend Eyad. Do the boys live in the same city?

From:	ali@qwikmail.com
To:	eyad@egyptmail.com
Subject:	What's your news?

Hi Eyad,

How are things?

I'm studying hard for my exams at the moment. But don't worry, I'm not spending all my time indoors! I know it's important to get outside and do some exercise, so I'm going running every morning in the park. I'm also cycling on the weekends with my dad. I'm trying to see my friends a few times a week, too – it's good to relax and have fun sometimes, and we try not to talk about how our revision is going! My friend Asser is organizing a party at his house for the end of the exams, so we are all looking forward to that.

What's the weather like in Alexandria? It's really hot here already! ☺

In your last email, you asked me what I'm reading at the moment. I'm finishing *Everything in Ancient Egypt* but it's taking ages because I'm a slow reader! I am enjoying it – I love history books – and the documentary is good, too (my mom said she will get me the DVD). What about you? What are you reading?

Write soon and tell me your news,

Ali



2 Read and write *T* (True) or *F* (False)

1 Ali doesn't have much free time at the moment. __

2 When he sees his friends, they always talk about their exams. __

3 There is a party at Ali's house soon. __

4 Ali reads slowly. __

3 Check (✓) which of these activities Ali is doing around now

1 studying for exams	☐	2 spending all his time indoors	☐
3 going running in the park	☐	4 organizing a party	☐
5 cycling	☐	6 finishing a book	☐

Language focus

We use the present continuous to talk about actions in progress around or near the moment of speaking, often with time phrases like *this week, at the moment,* and *today*:

*She'**s studying** for her exams this week.*

*They **aren't enjoying** their vacation at the moment.*

***Are** you **playing** football today? Yes, I **am**. / No, I'**m not**.*

Remember! We also use the present continuous to talk about actions that are happening at the moment of speaking:

*What **are you doing,** girls? We'**re helping** to make the birthday cake.*

4 Complete the sentences with the present continuous form of the verb

1 Malak ___is finishing___ her project on Egyptian celebrations this week. (finish)
2 The students ______________ hard for a music concert. (practice)
3 Where ______________ your brother ______________ in the USA? (study)
4 We ______________ our lunch at the moment. (eat)
5 ______________ Basel and Amir ______________ a funny movie? (watch)
6 I ______________ in the basketball match today. I have too much school work. (not play)

5 Work with a partner. Talk about things you are doing today. Use time phrases

What are you doing today, Malak?

I'm practicing for the football game. It's tomorrow.

6 Listen and look at the picture. Answer the questions

1 Whose birthday party is it? ______
2 Why isn't Salma at the party? ______
3 What does Nesma show Salma? ______
4 Where are they going now? ______



7 Look at the picture again. Read and write *T* (True) or *F* (False). Correct the false statements in your notebook

1 The party is in the kitchen. F
The party is in the living room.
2 Nesma is wearing a red T-shirt. ___
3 There are boys and girls at the party. ___
4 Amina isn't talking to anyone. ___
5 Two boys are taking photos. ___
6 Nesma's mom is in the living room. ___

Language focus

We also use the present continuous to describe things that are happening in a picture.

*What **are** Noha and Dalida **doing** there, Maya?*

*They'**re playing** with the balloons.*

*She **isn't talking** to anyone.*

8 Complete the sentences about the picture. Then listen and check

1 Amina ______________________ a party hat. (wear)
2 Noha and Dalida ______________________ with the balloons. (play)
3 Hani and Youssef ______________________ to build a house. (try)
4 Amina ______________________ a book in an armchair. (read)
5 Nesma ______________________ a photo. (take)
6 Mom ______________________ the food ready. (get)

9 Work with a partner. Ask and answer questions about the picture



Who is wearing a blue T-shirt?



Nesma.

10 Put the words in order. Write the sentences in your notebook

1 playing? / Are / a / they / game

Are they playing a game?

2 wearing / a / hat. / I'm / new
3 any / Ahmed / isn't / cake. / eating
4 sisters / My / cooking / food. / some / are
5 your / taking / dad / Is / photos?
6 helping / Laila and Mona / your / are / mom.

UNIT 4

LESSON 3 BIRTHDAYS AROUND THE WORLD

1 Listen and read the text. Which birthday or party food would you like to eat the most? Discuss with a partner

1 ___

Birthdays are celebrated all over the world. What do we do in Egypt? We usually make birthday cakes for our children and put candles on them to show their age. We often have parties with a lot of family and friends. The children usually get a present, too.



2 ___



What about in other countries? In the USA and Britain, it is usual to give good friends and family presents on their birthdays even when they are **adults**. People often give other people birthday cards too, especially on important birthdays. In South Africa, 21 is an important birthday because you become an adult at this age. In Holland, children get bigger presents when they are 5, 10, 15 or 20. In Nigeria, the most important birthdays are when someone is one, 10, and 15.

3 ___

Children everywhere like party food. This often includes small cakes, sandwiches, and snacks. In many countries, children like to **blow out** the candles on their birthday cakes. It is good to do this with one **breath**! But in India, the candles are left to **burn**. Did you know that when it is a child's birthday in Brazil, they give the first piece of their birthday cake to the most important people in their family? That's their mom and dad! In India too, the birthday child gives cake to all the **guests** at their party first, before they have some themselves.



4 ___



Some countries have different birthday food. In China, people like to eat long **noodles** or peaches on their birthday. Why? Because they think that these can give you a long life. And Chinese people are often older. Why? Because they become one on the day they are born. So if you are 10, a Chinese child is 11!

2 Listen and read again. Match the headings a–d to the paragraphs 1–4. Underline the words that help you

a A longer life

b Candles and cakes

c Birthdays are not just for children

d Our birthday celebrations

Tip! To match headings to paragraphs in a text, look for key words first. What is the topic of the key words in each paragraph? Then look at the headings. Are there any words that are the same or are about the same topics?

3 Look at the words in bold. What type of words are they? How do you know? Match them to their meanings

1 adults
2 blow out
3 breath
4 noodles
5 guests

a the air that comes out of your mouth
b a long, thin piece of food made from flour, water, and eggs
c fully grown people, not children
d people you invite to your home
e to send air through your mouth to stop a fire or flame

4 Read again. Answer the questions

1 Paragraph 1: Who do we usually invite to birthday parties?
We usually invite a lot of family and friends.

2 Paragraph 2: In which countries are 10 and 15 important birthdays?

3 Paragraph 3: Who gets the first piece of birthday cake in India?

4 Paragraph 4: How old are Chinese children when they are born?

5 Work with a partner. Discuss the questions

1 Which birthday tradition from the text is the most interesting? Why?
2 Are there any other special birthday traditions in your country?
3 How do you celebrate birthdays in your family?



Egyptian people often sing songs at birthday parties.

My mom always makes *basbousa* when it's my birthday.

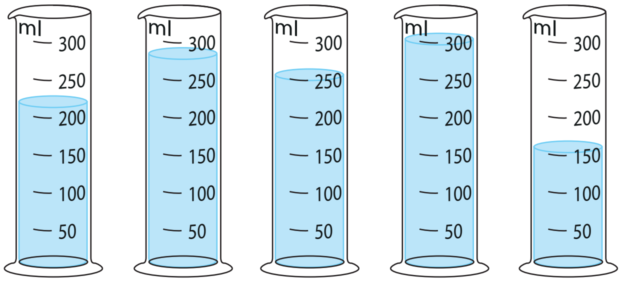




Estimating volume

Tip! When we talk about the amount of something, we don't always need to be exact. We can **estimate**, or guess, the amount. For example, if your mom asks you, "How much milk is there in the fridge?" You can say, "There's about half a liter" not, "There's 487 milliliters." We often use the word ***about*** when giving an estimation.

1 Look at the measuring tubes. Estimate how much water is in each one. How much water is there in total?



1 2 3 4 5

1 ___200___ ml
2 ________ ml
3 ________ ml
4 ________ ml
5 ________ ml
6 There's about ________ ml of water in total.

2 Glass a is full and has 400 milliliters of milkshake. Estimate how much milkshake is in glasses b–d. Use *about*

a  b  c  d 

Glass b: ________
Glass c: ________
Glass d: ________

3 Work with a partner to match a–c to questions 1–3

a about 90 liters **b** about 4 liters **c** about a liter

1 To make an orange drink, you need about 1 part of juice to 4 parts of water. How much water do you need to make 5 liters of orange drink? ☐
2 How much tea does an average Egyptian person drink in a day? ☐
3 How many liters of water do you use when you take a shower? ☐



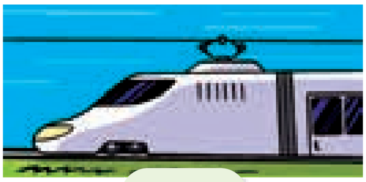
PRONUNCIATION

1 Look, listen, and repeat

/ei/



cake



train



say

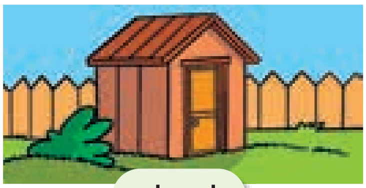
/e/



bed



head



shed

2 Read the words and write them in the correct group

~~bake~~ bread get ledge pay said stay wait

/ei/	/e/
bake	

3 Now listen, check, and repeat

4 Listen and circle the word that you hear

1 Is this the **main** / **men** paragraph in the text?

2 I think the tools are in the **shed** / **shade**.

3 I want to **sail** / **sell** a boat!

4 Gameela **say** / **said** that she's excited about her holiday.

5 Hani has a **pain** / **pen** in his foot.

5 Listen, read, and repeat

1 I baked a plate of tasty cakes.

2 Let's get the pens from the desk.



UNIT 4

LESSON 4 WRITING

Tip! We use formal language when we speak or write to people we don't know very well. We use polite language and correct spelling and grammar in formal writing.

1 Work with a partner. Can you think of some examples of formal writing?

2 Read the invitation and answer the questions

1 What is the celebration?

The school's Mother's Day celebration

2 Who is the invitation addressed to?

____

3 When and where is the celebration?

____

4 When does Randa ask to receive Mr Ahmed's reply?

____

From: celebrationgroup@newschool.com

To: Mr Ahmed Hegazy

Subject: Mother's Day Celebration

Dear Mr Ahmed,

I am writing to invite you to our school's Mother's Day **celebration** this year. We are organizing a special day for the event on Sunday March 21 (details below). As well as students and teachers, we are inviting people from the local community who often help our school. We very much hope you can **attend.**

Date: Sunday March 21
Time: 4:00 pm – 7:00 pm
Location: School Hall
RSVP in writing to the email address above

Please reply by February 20 to **confirm** if you can attend the celebration.

Yours **sincerely**,
Randa Gamal



3 Find and write the phrases in the email for the functions 1–4

1 Opening phrase Dear ______________________

2 Reason for writing ______________________

3 A request ______________________

4 Closing phrase ______________________

4 Look at the words in bold. Match them to the more informal expressions

1	Sincerely,	a	say yes or no
2	celebration	b	party
3	attend	c	come to
4	confirm	d	Hi!
5	Dear	e	Bye for now,

5 Write a formal invitation to a celebration in your school or community. Use Randa's email to help you. Write 50-60 words. Remember to include a subject heading, the name of the person you are inviting, and information about:

- what the celebration is for
- when it is (time and date)
- where it is
- when the person has to reply.



UNIT 4

LESSON 5



PROJECT

1 Work in small groups. Discuss and decide

You are going to make a poster for a celebration at your school or in your community.

1 What are you celebrating? Who do you want to come?

2 Plan your poster. What information do you need to include? (place, date, time)

3 Think about the design. What can help make people notice and read your poster? (i.e. lots of color, different kinds of writing, photos)

2 Read and do

1 Read your poster. Look carefully at the title, text, and pictures.

2 Give your celebration a name and write a title.

3 Write a description of the event and the things people can do.

4 Add a photo/some photos.

5 Include information about the place, date, and time.

6 Check your writing: are the spelling, grammar, and punctuation correct?



Book Day Party!

Let's celebrate reading!

Dress up as your favorite character from your favorite book.

Figure out which character your friends are from the clothes they are wearing.

We have an amazing prize for the best costume.

Come and try our drinks and delicious snacks!

Thursday, 2 pm, in the school hall
Family members all welcome!

3 Show your poster to your classmates

1 Display your poster on a classroom wall.

2 Answer other students' questions about your poster.

3 Say which other posters you like and why.

SELF-ASSESSMENT

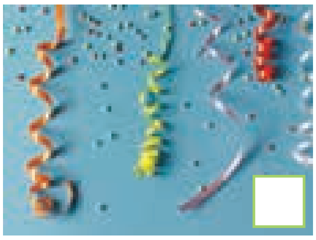
1 Look and match

1 let off fireworks
2 decorate a cake
3 make a playlist
4 write invitations
5 blow up balloons
6 hang up streamers

a

b

c

d

e

f


2 Complete the sentences with the present continuous of the verbs in brackets

1 I *am not going home* ____________ now. (go home)
2 ____________ you ____________ the glasses? (wash)
3 ____________ he ____________ the invitations at the moment? (write)
4 Mom ____________ the cake now. (not make)
5 We ____________ the decorations today. (buy)
6 I ____________ on a new project this weekend. (work)

3 Think about Unit 4

Write two things you enjoyed.

____

____

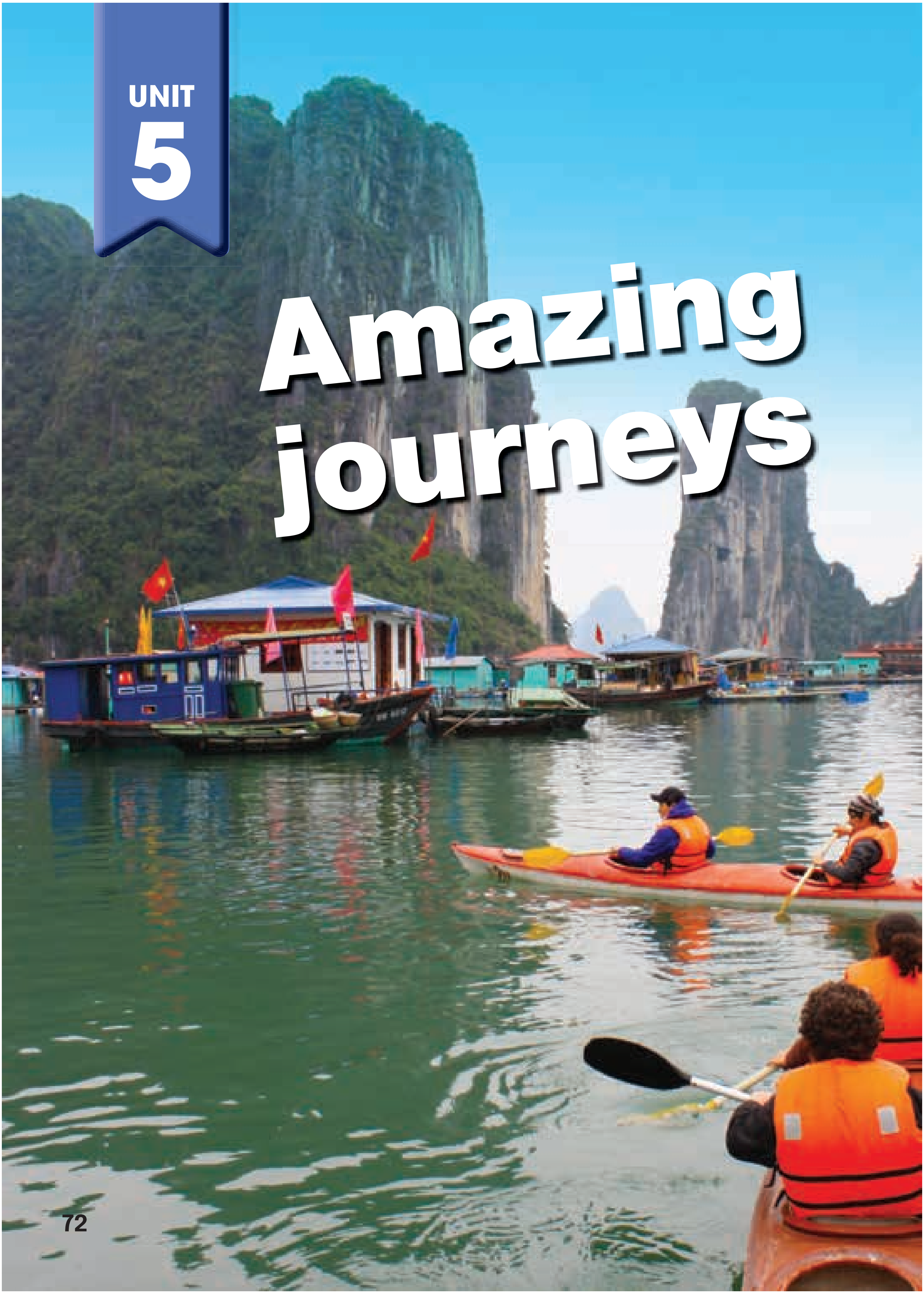
Write two things you learned.

____

____

UNIT 5

Amazing journeys





UNIT 5



In this unit I will ...

- listen, read, research, and write about famous travelers in the past.
- talk about things that happened in the past using common irregular verbs.
- understand the difference between the sounds /ʤ/ and /ʒ/.
- listen to understand specific details in a text.
- write a diary entry to express feelings and mood.
- research and make a poster about a famous traveler.



Look, discuss, and share

Look at the photo. What are they doing? Why?



Did you know?

The longest journey on foot was George Meegan's **walk** from Tierra Del Fuego in Argentina to Alaska. It was 30,608 km long and he completed it in 2,425 days between 1977 and 1983.



Find out

What is the record for the longest journey by sea? How many days was it?

UNIT 5

LESSON 1 HE WENT BY SHIP

1 Work with a partner. Do you know these famous explorers from the past? Where did they go? Why are they all famous? Discuss

1 

Ibn Battuta
1304–1368

2 

Vasco da Gama
1460–1524

3 

Marco Polo
1254–1324

2 Listen and read. Where did Injy go on vacation? What was her favorite thing during the trip?

Rana: What are you reading, Injy?

Injy: Oh hi, Rana. It's my travel **diary**. I want to remember my family's vacation in Croatia a few years ago.

Rana: That's a good idea. What was your favorite thing about the vacation?

Injy: I think it was visiting the Marco Polo Museum.

Rana: Really? Where is that?

Injy: It's on an island in Croatia called Korcula. We took a **trip** there. It's a really interesting museum – all about the travels of Marco Polo.

Rana: Who was Marco Polo?

Injy: He was an Italian explorer and one of the first people from the West to visit China. He went there in the 13th century and wrote a diary about his experiences. It's called *The Travels of Marco Polo*.

Rana: How did people get to China in those days? It's very far away. You couldn't just fly there, or travel by train!

Injy: It was very difficult – the journey took years! Marco Polo went on a long **voyage** by sea. He sailed by ship from Venice to Korcula, and then on to Iran. When he got to Hormuz, he stopped and went across the desert. He rode a camel all the way to China!

Rana: Wow, what an adventure!

Injy: Yes, and imagine arriving in China almost 800 years ago! It was so different then. The museum had a lot of things from ancient China. It really made the story of Marco Polo come to life.

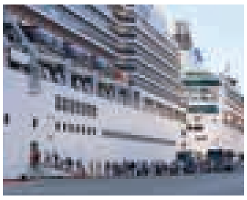
3 Read and write *T* (True) or *F* (False). Correct the false sentences in your notebook. Then listen and check (✓)

1 The museum was about a famous traveler. [T]
2 He wrote a poem about his experiences. [ ]
3 He traveled all the way to China by train. [ ]
4 He went to China eight hundred years ago. [ ]
5 The museum had a lot of objects from ancient China. [ ]

4 Complete the travel expressions with words from the text

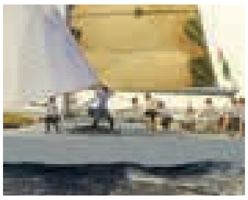
1 went on ______ a journey
2 ______ a camel
3 ______ a trip
4 ______ a voyage
5 ______ by ship
6 ______ by train

5 Write expressions from Exercise 4 under the photos. Use the infinitive form without *to*

1 
go on a voyage

2 
______

3 
______

4 
______

6 Work with a partner. Discuss

1 Where was your last vacation or trip?
2 How long were you there for?
3 How did you travel there?



I went to Hurghada with my family. We went by bus.



I went to Dahab with my grandparents. We went for a week.

UNIT 5

LESSON 2 A SURPRISING DISCOVERY

1 Listen and read. Which two cultures are mentioned?



Almost 100 years ago, local people in the small village of Nok in Nigeria, a country in West Africa, found some unusual objects under the ground. These objects were beautiful **clay sculptures** of humans. The sculptures were all in the same style: they had large eyes and complicated hair styles. They were usually in a sitting position with their hands on their legs. The quality of the work was incredible.

A team of **archaeologists** went to the area to find out more. They found many similar sculptures in an area of hundreds of kilometers around Nok. There were also iron and stone farming **tools**. The archaeologists agreed these were most likely from a very **advanced** culture from around 500 BCE to 200 CE. It was a civilization which had the ability to work iron and stone to make tools, and which made beautiful art.

They called this culture the "Nok" civilization, after the village where sculptures were found. Some believe that the sculptures were the **inspiration** for the famous works of art by the later Ife people, who were in Nigeria from the 11th to the 15th century CE The Ife were famous for making beautiful metal sculptures of human heads. However, there is no written information about the Nok people, so we can only learn about them from their art. Their culture is still a **mystery** today.



2 Read and write *T* (True) or *F* (False). Correct the false sentences. Then listen and check (✓)

1 The objects found at Nok were metal sculptures. F
They were clay sculptures.

2 Archaeologists were the first to find the sculptures. ☐

3 The sculptures had unusual hair and eyes. ☐

4 The Nok people's tools were all made of stone. ☐

5 The Nok were in Nigeria for about 1000 years. ☐

6 The only information we have about the Nok people comes from their art. ☐

3 Look at the bold words in the text. Match them to their meanings

1 clay
2 inspiration
3 tools
4 sculptures
5 advanced
6 archaeologist
7 mystery

a objects we use to make or do things
b art made from stone or wood
c modern or well developed
d a type of earth that is sticky when wet
e a person who studies very old objects that they find under the ground
f something that people do not understand or cannot explain.
g an example others use to help create new ideas

4 Circle the correct words to complete the text

The area where the Nok people lived **1 was / were** in Nigeria. People **2 found / find** sculptures in this area, and archaeologists **3 go / went** there to study them. The Nok culture was advanced, and its people **4 make / made** sculptures from clay, and tools from stone and iron. Their sculptures were usually of humans. These **5 was / were** beautifully made and **6 had / has** unusual eyes and hair styles. There is no written information about the Nok culture, so we don't know much about the people even now.

Language focus

We use the past simple to talk about finished actions, or situations, in the past. We usually include a time phrase (*yesterday, last week, three years ago*) with the past simple, but not always.

Some common verbs are irregular in the past simple, for example *be, go, find, have,* and *make*:

(be) Almost 100 years ago there ***was*** *a very surprising discovery.*

(go) Archaeologists ***went*** *to the area to find out more.*

(have) They ***had*** *large eyes and complicated hair styles.*

The form of past simple verbs is the same with all subjects, apart from *be* which has two forms:

I/he/she/it ***was*** *you/we/they* ***were***

5 Complete the sentences with the past simple form of the verb in brackets

1 Fares ___was___ angry with his brother yesterday. (be)
2 We ____________ a great time at the carnival! (have)
3 Jana and Gameela ____________ pizza for us last night. (make)
4 My family ____________ on vacation last year. (go)
5 Nader and Walid ____________ in my class last year. (be)
6 The archaeologists ____________ many old tools. (find)

6 Write sentences using the prompts. Use the past simple of the verbs

1 she / go / to the library / last week

____

2 he / be / very happy

____

3 they / make / a cake

____

4 he / have / a lot of homework

____

Language focus

To make the negative form of most past simple verbs, we use *didn't* + the infinitive without *to*: *We **didn't have** a vacation this year.*

To make questions in the past simple, we use *Did* + subject + the infinitive without *to*: ***Did** Dalida **find** her book? Yes, she **did**. / No, she **didn't**.*

We don't use *did* with the negative or question forms of *be* in the past simple. Instead, we use *was / were*:

***Was** she happy in New York? No, she **wasn't** happy there.*

7 Circle the correct answer

1 Hani didn't **go** / **went** on the palace tour with the guide.
2 Did your mom **made** / **make** your dress, Laila? Yes, she **did** / **didn't**.
3 We didn't **have** / **had** a good meal in that restaurant.
4 The water in the sea **weren't** / **wasn't** warm.
5 Where did you **find** / **found** your books? They **was** / **were** in my bag.

8 Complete the dialog with the correct past simple form of the verb in brackets

Sameh: How **1** was __________ your trip, Kareem? (be)

Kareem: It **2** __________ really good, thanks. (be) We **3** __________ to the Western Desert. (go)

Sameh: Wow! **4** __________ you __________ with your parents? (go)

Kareem: No, I **5** __________ with my uncle. (be) We **6** __________ some very nice places. (find)

Sameh: **7** __________ there any other children on the trip? (be)

Kareem: No, there **8** __________. (be) But I **9** __________ fun! (have)

9 Work with a partner. Ask and answer questions with verbs from the box

be go make find have

LESSON 3 MARCO POLO CROSSES THE DESERT

1 Work with a partner. Answer the questions



1 Do you know the name of the animal in the picture?
2 Which Egyptian animal does it look like?
3 How is it different?
4 Where do you think it lives? Why?

2 Listen and read. What did the desert look like to Marco Polo? Why?

Marco Polo was twenty-one when, in 1275, he went into the Gobi Desert for the first time. He was **fascinated** by the sand dunes, which moved with each step the camels made. Some of the dunes were sixty meters tall and twenty meters long, and their shapes were always changing. The wind made them move and roll like huge yellow waves. In fact, the local people called the Gobi Desert "the dry sea" in their language.

The dromedaries in the **caravan** moved slowly up and down the dunes, **swaying** like big ships over the ocean. They went toward Lop Nur, the last village before the empty **wasteland** of the desert. Marco knew that after this place, there was nothing for thousands of kilometers – no people, no plants, no water.

It was a mysterious and dangerous place. By day, it was boiling hot, by night, it was freezing cold – sometimes there was snow. They went on silently, but often the wind made strange noises, like voices singing and drums playing far away. There were many strange **legends** about this desert. People said that travelers who were lost long ago in the desert **wandered** there still …

Before they left Lop Nur, Marco made sure they had enough food and water for the men and the animals to last for one month. After exactly thirty days of traveling across that frightening, empty land, they finally saw the green line of Noah Oasis on the horizon. They had no water and no food left and the animals were exhausted, but their desert adventure was over. They were in China!

3 Look at the words in bold in the text. Match them to their meanings

1	fascinated by	a	moving from side to side
2	caravan	b	a very old and famous story
3	swaying	c	very interested in
4	wasteland	d	walked about without a direction
5	wandered	e	a group of camels and people traveling together
6	legend	f	a landscape where nothing lives

4 Read again and answer the questions. Write full sentences in your notebook

1. How big were the sand dunes in the Gobi Desert?
   They were sixty meters tall and twenty meters long.
2. What was the name the local people called this desert?
3. What moved like big ships over the ocean?
4. What was the weather like there?
5. What was strange about the wind?
6. How long were they in the desert?

5 Find these words in the text. What type of words are they? Nouns, adjectives, or adverbs?

dangerous   empty   frightening   lost   mysterious   silently   slowly

6 Look again at the words in Exercise 5. Why does the writer use them in the story? You can check more than one answer

1. ☐ Adjectives and adverbs help the reader imagine what's happening in their mind.
2. ☐ Adjectives and adverbs help the reader understand how the characters feel.

7 Work with a partner. Describe something from the text. Can your partner remember what it is?



They were like huge, yellow waves.



The sand dunes!

UNIT 5

STORY THE MYSTERIOUS ISLAND

1 Listen to a page from an 18th century writer's diary. Where was he when wrote it?

- [ ] on a beach
- [ ] on a ship
- [ ] on an island

2 Listen again and complete the sentences

1 The writer feels ______________ on Day 1 because the ship can't ______________.

2 The writer wants to go to ______________.

3 The writer can see it through his ______________.

4 The island has ______________ beaches with many ______________.

5 At the center of the island, there are ______________.

6 On Day 2, the writer spends his time ______________.

7 The writer feels ______________ on Day 3.

8 The ship will leave the ______________ on Day 4.

3 Work in pairs. Talk about what you think happens on Day 4

How does the writer feel when he arrives on the mysterious island?

What does he do on the island?

Where does he go next?

4 Work in pairs. Talk about a journey you went on in the past. Think about the questions below

Where did you go?

What happened?

How did you feel?

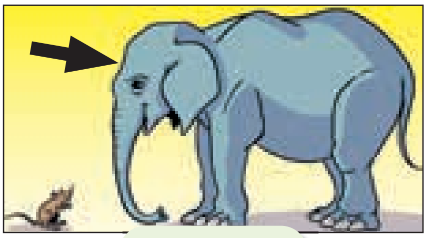




PRONUNCIATION

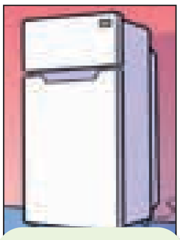
1 Look, listen, and repeat

1 /dʒ/



huge

2



fridge

3 /ʒ/



measure

4



treasure

2 Listen. Underline the sound /dʒ/ or /ʒ/. Then write the words in the correct column in the table

1 usually
2 age
3 joke
4 leisure
5 Asia
6 dangerous
7 language
8 television
9 cage

/dʒ/	/ʒ/

3 Can you think of more words to add in the table? Work with a partner

4 Listen, read, and repeat

1 The bridge in the village is damaged and dangerous.
2 On television, they said that in Asia they found too much treasure to measure.
3 Jerry just arranged to send his luggage to Japan.
4 I usually play games for leisure and pleasure.

LESSON 4 WRITING

1 Read the *Tip!* box and the diary entry. Find examples in the text of the features of diary writing

Tip!

A diary has features that are different from other types of text. It usually:

- has short paragraphs, each one about what happened on a single day.
- is written in an informal style and uses first person pronouns *(I, we, my,* etc.*)*.
- describes the writer's thoughts, feelings, and opinions.
- describes people, places, and experiences.

6 January

Today, I had an amazing experience … I went on a *felucca* on the River Nile! A felucca is a traditional Egyptian sailing boat. It's made of wood.

A tall man called Kareem was the captain of the boat. A felucca is difficult to sail, but Kareem was very strong and had the **skills** to do it. The trip was amazing. We went slowly down the river in the warm sunshine. The boat had two white **sails** which moved gently in the wind. It was so quiet and peaceful – a lovely way to travel.

We stopped to see some incredible things along the way, too. I saw the Pyramids of Giza for the first time in my life. They were awesome! The pyramids were huge and the stones were the color of gold. The Great Pyramid, the tallest of the three pyramids, is 147 meters high. It was wonderful.

In the afternoon, we had a delicious lunch on board the felucca and there was a man playing traditional Egyptian music on an *oud*. He played beautifully and the music was **magical** and relaxing. What a day! I had such a wonderful experience!



2 Match the words in bold to their meanings

1 skills
2 sails
3 magical

a very enjoyable and exciting.
b the ability to deal with something well.
c a large piece of cloth on a boat that makes the wind push the boat.

3 Read the diary entry again and answer the questions Write full sentences

1 Where did the writer go?
The writer went on a trip down the River Nile on a felucca.

2 How does the writer describe the captain of the boat?

3 What was the mood on the boat?

4 What did the writer think of the Great Pyramid?

5 What did they do in the afternoon?

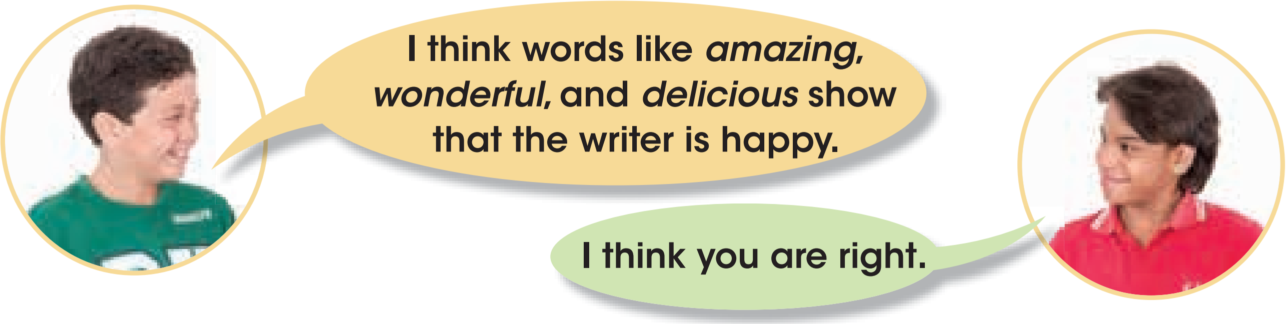
6 What was the music like?

4 Read the diary again. Underline all the adjectives and adverbs. Then copy and complete the table in your notebook

adjectives	adverbs

5 Work in pairs. Read and discuss how adverbs and adjectives help improve the diary

"Adjectives and adverbs help us to understand the feelings of the writer."



6 Write a diary entry about a trip. Use the past simple, adjectives and adverbs. Include information about:

- how and when you went there
- what the weather was like
- the atmosphere of the place
- your feelings/mood when you were there.

LESSON 5  PROJECT

1 Work in pairs. Think and research

You are going to make a poster about a famous traveler.

- Choose a traveler. Find out where and when they went and how they got there.
- Find a map of the places the traveler went.
- Find a picture of the traveler and of some of the places they went.

2 Read and do

1 Draw the route(s) the traveler followed on the map.

2 Stick the pictures and draw arrows to the places on the map.

3 Write a short paragraph about the traveler and their travels.

4 Check your writing: are the spelling, grammar, and punctuation correct?

3 Show your poster to the class

1 Display your poster on a classroom wall.

2 Walk around and ask questions about your friends' posters.

3 Answer other students' questions about your work.

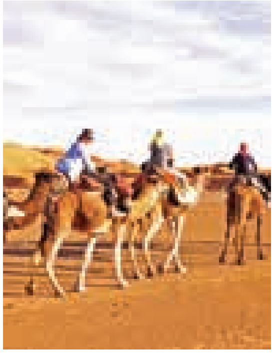


SELF-ASSESSMENT

1 Look and write. Use words from each box

go ride ~~sail~~ travel | camel ship train voyage



1 ___sail___ by ______________

2 ______________ by ______________

3 ______________ on a ______________

4 ______________ a ______________

2 Write sentences in your notebook in the past simple

1 they / go / to the desert / in 1275

They went to the desert in 1275.

2 the scientists / have / an amazing / experience

3 be / you / very happy / in Cairo?

4 I / not be / angry / with him

5 the travelers / find / treasure/ last year?

6 we / not make / tea / this morning

3 Think about Unit 5

Write two things you enjoyed.

____

____

Write two things you learned.

____

____

UNIT 6

Taking care







In this unit I will ...

- listen, read, research, and write about making things at home and how to take care of one's self
- talk about quantities
- find the meaning of words in a text
- learn about personal care in Ancient Egypt
- write instructions to make something and quantities of ingredients
- research and create a poster about different spices



Look, discuss, and share

Look at the photo. What are they doing? How often do you do this? Why is it an important thing to do?



Did you know?

When you brush your hair, it spreads the natural oils from your skin through your hair from the roots to the ends. This protects your hair from heat and dirt, and makes it look shiny and healthy.



Find out

Which other personal care routines do most people do every day?

UNIT 6

LESSON 1 LET'S MAKE CANDLES!

1 Listen and read. What do Laila and her mom make?

Mom: Hi, Laila. I love making things. Why don't we make something new?

Laila: That's a great idea. Do you have something in mind?

Mom: I have some perfume oil. We can use it to make candles.

Laila: Candles? Wow! I love it!

Mom: Here are the instructions. Can you read them out to me?

Laila: Right. First, we need some **wax**.

Mom: Here it is. It's palm wax from Egyptian palm trees. It makes really nice candles. How much do we need?

Laila: It says, "Use 450 grams of wax to make three candles."

Mom: Okay, there's about 500 grams here. That's enough. What's next?

Laila: We need some perfume oil.

Mom: Here. These are little bottles of lemon oil. Mmm … they smell lovely. How much do we need?

Laila: The instructions say, "**Squeeze** in about 40 **drops** of oil."

Mom: Fine. And we can take about 15 flowers and **press** them on the tops of the candles.

Laila: Yes, good idea. Then we need one glass for each candle and one **wick** – that's the little cotton rope inside the candle.

Mom: Oh, yes. And we need some **popsicle sticks** to hold the wicks up in the glasses.

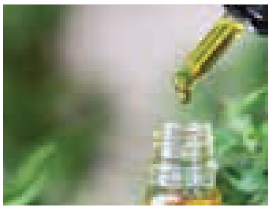
Laila: So that's three glasses, three wicks, and three popsicle sticks, right? Now, what do we need to do first?

Mom: Let's see … "Step one: **Heat** the wax to melt it, then **stir** it well."

2 Find the four nouns in bold in the text. Match them to the pictures



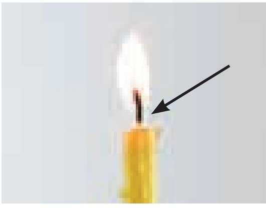
1 ____________



2 ____________



3 ____________



4 ____________

3 Listen and read again. Write the quantities Laila and her mom need of these things

1 wax ____________
2 perfume oil ____________
3 flowers ____________
4 glasses ____________
5 popsicle sticks ____________

Tip! When you listen for quantities, remember to listen/look for numbers and words about measurements. For example, *kilograms, grams, liters, milliliters, spoons, packages, cans.*

4 Match the verbs in bold from the text to the pictures

1 stir 2 squeeze 3 press 4 heat

a 
b 
c 
d 

5 Work with a partner. Look at the list. Which do you think you need to make soap? Listen and check

salt	oil	sugar
perfume oil	soap crystals	water
wax	flower petals	

I think you need perfume.

6 Now complete the instructions for making soap

add bowl heat press stir

1 Put the ingredients for your soap in a ____________.
2 ____________ the ingredients on a cooker.
3 Next, ____________ the ingredients with a wooden spoon.
4 Take the ingredients off the cooker.
5 When the ingredients are hard and cool, ____________ them into a soap container.
6 You can ____________ flower petals to make the soap look and smell lovely.

UNIT 6

LESSON 2 ANCIENT EGYPTIANS ATE WELL!

1 Listen and read about food in Ancient Egypt. What did families use to make their cooking taste better?

Paintings from Ancient Egyptians show that people at this time took care of their bodies and ate very well! So what did the Ancient Egyptians eat and drink?

The water of the Nile has always helped Egyptian farmers to grow a lot of fruit and vegetables. At this time, the vegetables they could grow often depended on how much water came from the Nile floods. Ancient Egyptian farmers usually grew onions, garlic, lentils, and beans, and people cooked with all these vegetables. Farmers also grew wheat and **barley**. People used this to make bread and they ate a lot of this every day.

Most people in Ancient Egypt only ate a little meat, usually at **festivals**. They probably ate a few fish and birds like ducks, geese, and chickens. They also ate some eggs and cheese from cows or goats.

There were a lot of bees in Ancient Egypt, and that means there was honey! People often used honey with bread and cream to make cakes. They also used a few dates or figs to make sweet fruit drinks.

Some families also knew how to use spices and **herbs** to make their cooking taste better, and they also knew how to **preserve** food. For example, they dried fish or used salt to preserve it, and used jars to keep fruit and vegetables for the winter.

2 Listen and read again. Match the food with where it can come from

1 cream	**2** eggs	**3** honey	**4** bread
a bees	**b** wheat or barley	**c** geese	**d** cows

3 Look at the words in bold in the text. Match them to their meanings

1 a plant whose seeds we can use to make bread and other things

2 plants with a strong taste often used in cooking

3 a special occasion when people play music and eat nice food

4 add something to food to make it last for longer

4 Use the expressions in the box to complete the sentences from the text. Then read and check

a few a little a lot of some

1 The water of the Nile has always helped Egyptian farmers to grow ______________ fruit and vegetables.

2 Most people in Ancient Egypt only ate ______________ meat, usually at festivals.

3 They also ate ______________ eggs and cheese from cows or goats.

4 They also used ______________ dates or figs to make sweet fruit drinks.

Language focus

We use ***How many …?*** to ask about quantities of countable things, like leaves, lemons, cars, or people. We can reply to the question with a number (***a/an/ one***, ***five***, ***twenty***), or an approximate amount (***some***, ***a few***, ***a lot of***).

We use ***How much …?*** to ask about quantities of uncountable things, like tea, sugar, oil, or grass. We can only reply to this question with an approximate amount (***some***, ***a little***, ***a lot of***).

How many lemons do we need for the lemonade?

We need ***five*** lemons. / We need ***a few*** lemons.

How much oil do we need? We need ***a little*** oil.

5 Look at the words in the list. Write *C* (countable) or *U* (uncountable)

1	sugar U	2	mango __	3	traffic __	4	store __
5	oil __	6	student __	7	juice __	8	money __
9	ticket __	10	homework __	11	cow __	12	honey __

6 Complete the dialogs with *How much or How many*

1 **Hani:** __________ milk do you want in your coffee, Grandma?
Grandma: Just a little milk, thanks Hani.

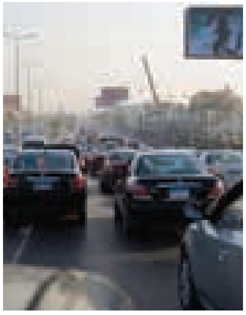
2 **Fareeda:** __________ students are there in your English class, Dalia?
Dalia: There are about forty, I think.

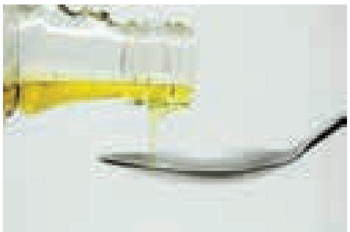
3 **Sherif:** __________ math problems did you do yesterday?
Karim: Just a few. They were difficult!

4 **Rana:** I'm going to the market now. __________ tomatoes do we need?
Mom: Please get a kilo of tomatoes and some fruit.

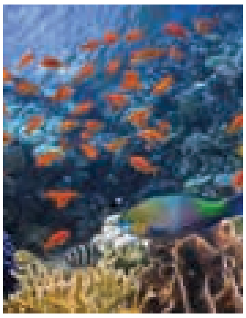
5 **Hana:** __________ honey do we have, Ayman?
Ayman: We have a lot. See the jar on the left.

7 Look at the photos. Complete the sentences with *a lot of*, *a little* or *a few*

1 

2 

3 

4 

1 There's __________ traffic.
2 There's __________ oil.
3 There are __________ leaves.
4 There are __________ fish.

Tip!

Remember, we use ***some*** / ***any*** to talk about quantities, too.

For countable nouns:

There are ***some*** girls from Luxor in my class.
There aren't ***any*** tigers in Egypt.

For uncountable nouns:

Is there ***any*** *honey left in the jar?*
Yes, there is ***some****, but not much.*

8 Circle the correct answer

1 Please hurry. We don't have **a lot of / a few** time.
2 Can I have **a little / a few** sugar in my coffee, please?
3 There isn't **some / any** bread. Can you buy **some / a few**?
4 There are **a few / a little** lemons in the fridge, so we don't need any more.
5 How **many / much** candles does 450 grams of wax make?
6 How **many / much** cooking oil do I need to put in the pan?

9 Complete the first part of the recipe with expressions from the box

a few   a little   a lot of   an   half a cup

How to Make Chocolate Chip Cookies
(makes 12 cookies)

Take **1** ____________ of flour and add **2** ____________ salt. Mix with 120 grams of butter and 150 grams of sugar. Add **3** ____________ egg and **4** ____________ drops of vanilla essence. Cut 150 grams of dark chocolate into **5** ____________ small pieces. Stir the chocolate pieces into the mixture. Then, ...



10 Write a recipe for Egyptian hibiscus tea. Find out the ingredients and the quantities you need, then write the instructions

11 Work with a partner. Ask and answer about the things in the box. Use expressions for quantity

pens and pencils   homework   perfume   socks   video games



How many pens and pencils do you have?

I have a lot of pens. I have a few pencils.



LESSON 3 STORY: THE MISSING KING

1 Listen and read. Why does the king leave his painting?

The Missing King

1 Peter lives in a big palace where his parents are the **caretakers**. The palace is old and no one lives there now. Peter likes to explore the rooms. They are full of interesting and precious things – old paintings, statues, carpets, and furniture.

2 One day, Peter notices something strange about the big painting in the dining room. Usually, this colorful painting shows one of the old kings sitting on the **throne** with a **crown** on his head and a long **scepter** in his hand. The queen and the royal children – the prince and the princess – are next to him. But today, the king's place in the painting is empty: he is missing!

3 Peter is surprised and looks carefully at the painting again. He can see the crown and scepter, but not the king. Also, the scepter is **leaning** dangerously over the princess's head. Peter knows he must find the king at once!

4 He goes through all of the rooms in the palace. He looks behind doors and curtains. Finally, he comes to the royal bathroom. He hears singing and knocks on the door. "Who is it?" says the king. "Please be quiet! I'm enjoying a hot bath!" Peter is **astonished**. When the king comes out, he says to him, "I spend years sitting in that painting and no one ever comes to wash the **dust** off me. Dust damages the painting, so I simply had to have a bath."

5 Peter understands but explains to the king that his scepter is about to fall on the princess. "Thank you, my boy," the king says. "I will hurry back. But in the future, please clean the paintings in the palace. Otherwise, they'll be damaged forever!" and he runs back to the painting to pick up the scepter.

6 Peter now cleans all the paintings in the palace so that they aren't damaged – and so that no one has to leave their painting to have a good bath!



2 Look at the words in bold in paragraph 2. Find and circle the objects in the picture.

Tip! You can use pictures in a story to help you understand new words. You can also look at the words around an unknown word in a text to help you understand it. For example, is there an article (*a/an/the*) before the word, or an adjective? If there is, it's a noun. You can then look at the sentences around it and think what the noun could mean in the context.

3 Look again at the words in bold in paragraph 2. Answer the questions.

1. What word comes before each word in bold? What type of words are they?
2. What type of word are the words in bold?

4 Look at the other words in bold in the story. Are they nouns, verbs, or adjectives? What do they mean?

	Type of word	Meaning
1 caretakers	*noun*	people who look after and clean a building
2 leaning		
3 astonished		
4 dust		

5 Listen and read again. Answer the questions. Write full sentences in your notebook.

1. Why does Peter live in a palace?
2. Who is usually in the painting?
3. Why is the princess in danger?
4. Where does Peter find the king?
5. Why does Peter start to clean all the paintings in the palace?
6. Why do you think it is important to look after old things?

6 Work in pairs. Choose a scene from the story. Draw it and explain what is happening in the scene to your partner. Can your partner guess the paragraph?

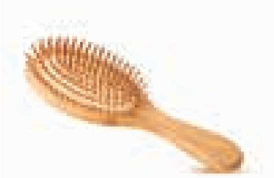
SOCIAL STUDIES CLIL

Ancient Egyptian Traditions

1 **Look at the things in the photos. What do we use them for? Discuss**


soap

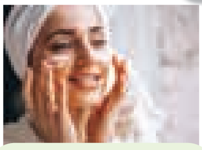

shampoo


hairbrush



toothpaste


toothbrush


cream


perfume

2 **Read the text. Which of the things from Exercise 1 are mentioned?**

PERSONAL CARE IN THE PAST

Many of the products we use today for personal care were first used in Ancient Egypt!

Perfumes

The Ancient Egyptians loved strong perfumes. The most popular perfume was called *kapet*. It was expensive because it had a lot of ingredients, some of which were difficult to find. But it also had a few common herbs in it, like rosemary and mint, and spices like **cardamom** and **cinnamon**.

Cheaper perfumes were made from flowers, herbs, and some types of minerals, then mixed with oil to make a **cream**. Or they pressed the dry ingredients into a cone shape to make **incense**. In Ancient Egyptian paintings you can often see men and women wearing these perfume cones on their heads at festivals!

Toothpaste

To clean their teeth, Ancient Egyptians used a type of toothbrush – a **stick** with small pieces of papyrus tied to it at one end. The ingredients of their toothpaste were a mint, rock salt, pepper, and dried iris flowers. They put this dry **powder** directly onto their teeth and rubbed it with their toothbrushes.

Breath Mints

To keep their mouths fresh all day, the Ancient Egyptians made mint candies. They mixed cinnamon, melon, pine seeds, and some nuts together with honey. Then they heated the mixture over a fire, left it to cool, and cut it into small square candies.

3 Look at the words in bold in the text. Write them under the photos

1 
______

2 
______

3 
______

4 
______

5 
______

6 
______

4 Put the words from the box in the correct columns in the table. Can you add any other words? Which are countable and uncountable?

cardamom cinnamon copper lemon melon mint orange pepper rosemary salt

Fruit	Herbs	Spices	Minerals

5 Read the sentences. Write *T* (True) or *F* (False). Correct the false sentences in your notebook

1 *Kapet* was one expensive ingredient in Ancient Egyptian perfume. T

2 Cheaper perfumes had a lot of spices in them. ______

3 Ancient Egyptians often put cream perfume on their heads. ______

4 They used pine seeds to make toothbrushes. ______

5 Their toothpaste had salt and pepper in it. ______

6 The candies to keep their mouths fresh had nuts in them. ______

UNIT 6

LESSON 4 WRITING

1 **Look at the picture of the boy making a salt dough model. What would you make with salt dough?**

2 **Read the recipe. Add the headings from the box**

Ingredients Method Preparation time

Salt dough recipe

♥ Like Save

1 ____________________

10 minutes + 3 hours for cooking

2 ____________________

1 cup of plain flour (about 250g)

½ a cup of salt (about 125g)

½ a cup of water (about 125ml)

3 ____________________

1. Heat the oven on a low temperature.
2. Mix the flour and salt in a large bowl. Add a little water, then a little more, and stir the mixture until it starts to form a ball.
3. Put the ball of dough on a flat surface and work it into the shape you want. You can roll it flat and cut out shapes, numbers, or letters, or use the dough to make 3D objects.
4. Put your finished items on **a baking tray** and bake in the oven for 3 hours until it is hard.
5. Leave the items to cool, then paint them.



3 **Find these numbers in the text. Write the ingredients**

1 125 milliliters ____________

2 250 grams ____________

3 125 grams ____________

4 Match the expressions to their functions in the recipe

1 Heat the oven
2 1 cup of flour
3 10 minutes

a a quantity of an ingredient
b the time it takes to make it
c an instruction about how to make it

5 Work in pairs. You are going to write the instructions to make soap at home. What things do you need to make it? Make notes in the table. Think of the time it takes to make it

Preparation time	
Ingredients	
Method	

6 Work in pairs. Choose from the verbs in the box and write 5–6 instructions for making soap in your notebook. Think about:

add chop melt pour press put stir

- the form of the verbs
- the punctuation
- the numbering



Tip! When we write instructions for the steps in a process, we often number them. This shows the reader that they have to do the steps in order to complete the process correctly.

LESSON 5 PROJECT



1 Read the text. What do we use spices for?

Egyptian flavors!

♥ Like Save

Egypt is famous for its spices that are used in home cooking and restaurants all across the country. Special combinations of different spices are a **secret** ingredient in many recipes. But what else can we make with spices, besides delicious dishes? We can also use them to make perfume and medicine, and to color cloth. They also make great souvenirs, and are beautifully packaged for tourists visiting spice stores and souks.



2 **Work in groups. Make a poster about the different things you can make with spices. Do the following**

1 Research the names of different spices.
2 Find out what you can make with the spices.
3 Plan your poster. What information do you need to include? Think about the names, colors, and uses of the spices.
4 Design your poster. Find and stick your pictures on the poster, and add labels to the pictures.
5 Check your text with your teacher before you write it on the poster.

3 **Show your poster to the class. Talk about the spices you chose. What are they? What colors are they? What are they used for?**

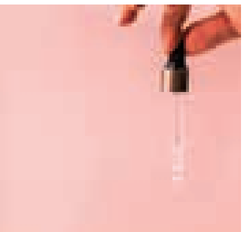
4 **Talk about the posters with your classmates. Which has the best writing? Which is the best design? Say which is your favorite, and why**

SELF-ASSESSMENT

1 Look and write

1 

p________

2 

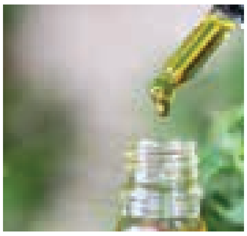
s________

3 

h________

4 

s________

5 

d________

6 

s________

7 

a kind of s________

8 

a kind of h________

2 Circle the correct expression of quantity to complete the sentences

1 How **much** / **many** students are in your class?
2 Can I have a **little** / **a few** sugar please?
3 Hani has **a lot of** / **a little** computer games.
4 How **much** / **many** time do we have left?
5 We need **a few** / **a little** lemons for the recipe.
6 I like **a lot of** / **a few** milk in my tea.

3 Think about Unit 6

Write two things you enjoyed.

____

Write two things you learned.

____

REVIEW 2

REVIEW 2

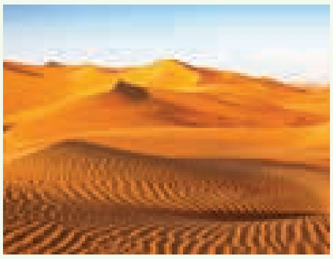
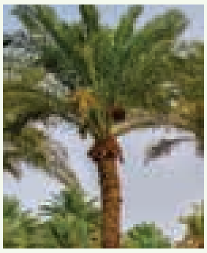
LESSON 1

1 Work with a partner and play a game. Then listen and point

1 Look at the pictures and words.

2 Write the words or draw the pictures. Race your partner.

3 Compare your answers with your partner.

 1 ______	 2 ship	 3 soap
 4 ______	 5 sand dune	 6 ______
 7 a roof	 8 ______	 9 ______

2 Listen to the story and complete

Last summer, we **1** ______ on a very special holiday. We **2** ______ into the desert by car Then, we **3** ______ a very different type of transportation. Can you guess what it **4** ______? We **5** ______ horses across the sand dunes! The views **6** ______ beautiful. At night, we **7** ______ under the stars. It **8** ______ an amazing adventure!



3 Complete the sentences

1 I wrote an i_____________ to my cousin for my birthday party.

2 There were lots of b _____________ at the celebration.

3 My brother decorated a c_____________ with my mom.

4 We had f_____________ for my grandmother's 70th birthday.

4 Write three sentences

Think and write about a celebration you went to.

1 ______________________________

2 ______________________________

3 ______________________________

5 Write a question or answer to these sentences

1 ______________________________?

There's a lot of shampoo, there are three bottles!

2 Do we have a lot of cake left?

______________________________.

3 ______________________________?

There are a few tomatoes but no onions.

4 Do you have any homework tonight?

______________________________.

6 Imagine your friend went on a journey and you want to find out more. Write three questions to ask them

1 ______________________________

2 ______________________________

3 ______________________________

REVIEW 2

LESSON 2

1 Look at the pictures and match them to the party phrases

blow out candles | blow up balloons | decorate a cake
hang up streamers | let off fireworks | send invitations

1


2


3


4


5


6


2 Look and match the phrases below

1 traveled — a by train
2 rode on — b by sea
3 made a voyage — c a camel
4 sailed in — d the desert
5 crossed — e a ship

3 Write sentences using the past simple

1 she / eat / *shawerma* / lunch

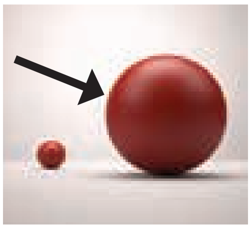
2 I / do / my homework / after school

3 he / visit / grandma / in / Ismailia / last / summer



PRONUNCIATION

1 Listen and say. Write the words

1  2  3  4 

2 Read and match the meaning and moral

1 Think before you act.
2 Living a simple and happy life is best.

a You don't need lots of things to be happy.
b Stop and think before you do something.

3 Read and listen to Aesop's fable. Choose the moral a or b

a Think before you act.
b Living a simple and happy life is best.

Town Mouse went to visit his cousin in the countryside. Country Mouse lived a quiet life in a small house. He enjoyed eating simple foods like beans, bread, and cheese. He was happy and welcomed his cousin warmly. Town Mouse did not like simple food, and wanted his cousin to come to the town to see his house. So, Country Mouse visited Town Mouse at his big house and ate amazing food in his huge dining room. During the meal, there was a lot of noise from the cats in the house, and the two mice ran and hid. Country Mouse was very happy to return to his house in the countryside!

4 Say these words. Do you hear /dʒ/ or /ʒ/? Put the words in the correct part of the table

huge treasure leisure fridge pressure bridge measure

/dʒ/	/ʒ/

REVIEW 2

PRESENTATION

1 Why do you think we need face cream? Check the best option for you

a To protect our skin from the sun. ☐ **b** To protect our skin from pollution. ☐

c To make our skin look healthy. ☐ **d** All of the above. ☐

2 How do you make face cream? Read the instructions and put the sentences in order 1–6

Kitchen equipment	**Ingredients**
a bowl	50 grams shea butter
a pan	40 mililiters coconut oil
a wooden spoon	40 mililiters almond oil
a whisk	20-30 drops perfume oil






a Take the bowl off the cooker. Stir the ingredients and add the perfume oil. ☐

b First, put the shea butter, coconut oil, and almond oil into a bowl. 1

c Take the bowl out of the fridge. Use a whisk to stir the ingredients until they are a soft, white cream. ☐

d Then, put the bowl over a pan and slowly heat it until the shea butter melts. ☐

e Finally, put the face cream in a jar and stick a label on it. ☐

f Put the bowl in the fridge until the ingredients are hard. ☐

3 Do a presentation to your partner about how to make face cream

1 First, say what equipment you need.

2 Then, list the quantities of each ingredient you need.

3 Next, explain the method in the correct order.

4 Finally, answer any questions.



You need a bowl, a pan, a wooden spoon, and a whisk.

SELF-ASSESSMENT

Now I can ...

1 Talk about celebrations

blow out candles
blow up balloons
decorate a cake
hang up streamers
let off fireworks
send an invitation



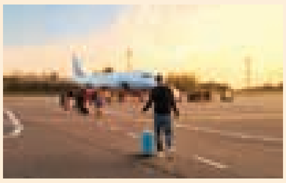





2 Talk about going on a journey or voyage

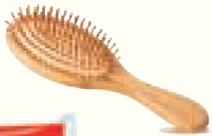
sail by ship
ride a camel
take a trip
travel by train

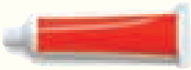


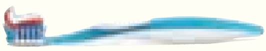



3 Talk about taking care

soap
hairbrush
perfume
shampoo
toothbrush
toothpaste
cream



4 Understand and use the present continuous

They're decorating the birthday cake at the moment.

5 Understand and use the past simple

My family went on vacation last year.

6 Understand and use *How many ...?* and *How much ...?*

TERM 1 PROJECT

Make a "green" travel map of a city

1 Look and read. What is green travel?







Green travel is a way of traveling that has less impact on the environment. For example, it produces fewer CO_2 emissions that cause pollution. It can also reduce noise and the number of vehicles on our roads. Green ways to travel include taking the bus, walking, cycling or going by tram or train.

2 Work in groups. Think of ways to travel in Cairo or another city in Egypt. Write them in the box

Ways to travel in ______________________

3. **Look again at your ideas in the box. Which ways to travel are "green"? Why?**

4. **In your group, choose four or five places tourists like to go in your city. Draw a simple map and mark the tourist sites on it**

   The places could be museums, shops, or gardens. Think about how people can get there without cars. Think about where to start, for example Ramses station or a big hotel.

5. **Think about "green" ways to travel between the tourist sites on your map**

6. **Draw a "green" travel route on your map**

   If there is more than one way to get from one place to another, you can mark them both in different colors. Draw your route in pencil first and check that it's correct. Get someone in your group to check, too. Then draw your route.

7. **Show your map to the class. Ask and answer questions. Which are the best "green" travel routes to tourist sites in your city?**

   Share your map with other groups, then compare sites and routes. Vote for the best "green" travel routes and give other groups positive feedback on their maps.



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